NEA Today
WASHINGTON, D.C. DECEMBER 1994
A NEWSPAPER FOR MEMBERS OF THE NATIONAL EDUCATION AS
VOL.13
NO.5

Waiting for The Call

Patsy Dean Wallin is anxious to hear if she's among the first teachers ever to earn national certification.

see page 4

PRESIDENT'S VIEWPOINT

Is Your School Ready for Tomorrow?

The Information Age is here. In fact, in some schools today, you can even see it.

Walk in these schools, as I've had the privilege of doing, and you'll find NEA members turning the exciting, cutting-edge technology of the Information Age into tools for learning. Staff and students in these fascinating schools are stretching the boundaries of what schools are and how schools function.

Unfortunately, these schools are hardly typical. Walk into the average American school, and you won't find cutting-edge technology. You'll find instead a handful of old, underpowered computers that aren't even wired to each other, let alone the world beyond.

Educationally, this is an incredible shame—and waste. Having computers that can't communicate is like having cars with no roads. You just can't go very far. It's the ability to help us communicate—across classrooms, schools, communities, and even nations—that gives computers their most exciting educational potential.

Newspapers and magazines are now using one increasingly popular phrase—the Information Superhighway—to describe the new world of communications. Those fortunate enough to "ride" the Info Superhighway can exchange knowledge and ideas with people all over the world.

There's just one catch. Before you can ride the superhighway, you have to get on. In most American schools, that's not easy, to say the least.

NEA President
Keith Geiger

For starters, there's the small matter of computers. Only half the classrooms in the United States have one.

To access the superhighway, you also need a modem, a device that allows computers to talk to each other over phone lines. Last year, an NEA technology study found, only 4 percent of classrooms had modems.

Over the past year, modems have become relatively inexpensive. So adding modems isn't that major an obstacle any more. What is an obstacle is that most basic technological staple of all: phone lines. The NEA technology survey last year found telephones in only 12 percent of our nation's classrooms.

Here's where we hit the final problem: To wire classrooms for telecommunications, you can't just call the local phone company and order up some phone lines. Some school buildings in use today are so old that we couldn't wire every classroom in them even if we wanted to.

So what are we going to do? We can't afford to do nothing—because that will only widen the gap between students in those schools that have the wherewithal to enter the Information Age and those that haven't.

Fortunately, the public agrees. A study earlier this year found widespread public support for government action that makes the Info Superhighway affordable for all the nation's schools.

So what's stopping us from really moving forward? You probably know the answer. At some level, somebody has to pay for this access.

Who? Individual school districts? Most can't afford the cost. Most states are equally ill-prepared. If ever a need cried out for federal attention, this is it.

But the federal government, as we all know, has its own budget problems.

Does this mean that our nation's schools are doomed to an inadequate technological tomorrow? Not necessarily. Over the years, the federal government has developed a variety of institutional means to encourage major investments in America's future.

Federal government-created corporations like the Export-Import Bank of the United States are one example. If similar nonprofit institutions were established to help bring schools into the Information Age, they could work with state-chartered "loan authorities" to get dollars into the hands of the school districts.

In short, there's much the federal government could do to help schools enter the 21st century—without having to appropriate vast new budget sums. The possibilities are many and varied.

For over a year now, NEA has been working with Clinton Administration officials and congressional friends of education to fashion out of these possibilities a workable recipe for expanding school access to technology.

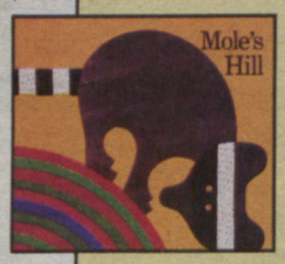
With their help, I think we can make the Information Age a reality for all our schools—and all our students.

7 She's the Enforcer

Her task: to make sure your tax dollars don't get used to subsidize discrimination. Her title: assistant secretary for civil rights in the Department of Education. Meet Norma Cantú, self-described "catalyst" in the fight for equality.

10 Kids' Books

In this glorious book (see photo), a mountain is actually made out of a mole hill. In other new kids' books recommended this holiday season, a unicorn tries to free the moon, and animals duke it out over a "no tigers" policy. What fun!



CONTENTS

13 Sounding Board: Blindness hasn't stopped a Texas teacher from finding her vision.

15 Health: A doctor's advice on children and depression.

25 Legal Times: Is separate but equal okay for women at military institutions?

31 For Your Benefit: Tips on handling the financial ramifications of divorce.

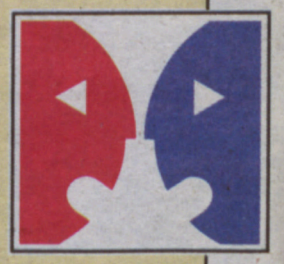
Books 24
Data Bank 22
Free or Inexpensive 14
Grassroots 8
Heroes and Zeroes 3
Human Rights 6
Idea Exchange 28
International 29
Letters 34
Looking Ahead 27
National News 3
Online 17
People 20
Research Clues 23
Trends 22
TV Tips 12
Washington Watch 6
Your NEA 32

19 Backwoods. . .

. . . doesn't mean backwards in the tiny town of Butte Falls, Oregon, just north of the California border. The 16 teachers there convinced their community (population 410) to break the mold with a four-day week and block scheduling.

35 Should Communities Set Teen Curfews?

Yes, says a Florida teacher: The curfew in Orlando is keeping kids off the downtown streets. No, counters a Washington State teacher: The solution doesn't lie in a desperate attempt to legislate teen behaviors.



Cover photograph by Kent Johnson

NEA Today
December 1994
Vol. 13. No. 5

NEA TODAY is mailed to all NEA members. Annual subscription price: $2.38 (included in membership dues and available only as a part of membership). Institutional subscription price: $15.00 domestic and $22.00 foreign.

Copyright © 1994 by the National Education Association of the United States. All rights reserved.

NEA President: Keith Geiger

Executive Director: Don Cameron

Publisher: Sam Pizzigati

Production Manager: Penny Grayson

Editor: Bill Fischer

Assistant Editor: Stefanie Weiss

Production Specialist: Ann Marie Bohan

Advertising Coordinator: Suzanne Wade

Staff Writers: Diane Dismuke, Leona Hiraoka, Victoria Lytle, Anita Merina, Nancy R. Needham

Editorial Interns: Cara Elmore, Leslie Gross

Publishing Center Manager: Lorraine Buckland

Publishing Systems Admin.: Don Blake

Production: Marsha Blackburn, Barbara Haff, Pat Tolliver, Alice Trued

Art Direction: William J. Kircher & Associates

NEA TODAY (ISSN 0734-7219) is published 9 times a year, monthly October, November, December, February, March, April, May, and biweekly in September by the National Education Association, 1201 16th St., N.W., Washington, DC 20036-3290.

Second class postage paid at Washington, DC, and additional mailing offices.

POSTMASTER: Send address changes to NEA TODAY, 1201 16th St., N.W., Washington, DC 20036-3290.

Telephone: 202/822-7207.

Unsolicited feature stories and news items are invited, but NEA TODAY can make no advance commitment to publish any manuscript. Manuscripts accompanied by self-addressed envelopes bearing sufficient postage will be returned within four months if rejected.

Although advertising is screened, advertisement does not imply NEA endorsement of the product or the views expressed.

PRINTED IN CANADA

SCG

NATIONAL NEWS

Why Bankers Don't Like Bill

The Clinton Administration is ending the student loan gravy train for private lenders. That's good news for college students, their families, and taxpayers, too.

Financing college is a little easier these days. Many students and their families can now take advantage of lower-cost student loans that mean less hardship for them, fewer easy profits for private banks, and savings for taxpayers, too.

New regulations, backed by the Administration, and implemented as part of the budget reconciliation bill passed in August 1993, let students receive loans directly through their colleges and universities, bypassing private lenders and saving taxpayers some $4.3 billion in the process.

Direct lending by colleges and universities began this past September at 100 institutions. That number will grow to 1,000 colleges next year, gradually increasing further in each of the next few years until 60 percent of all student loans come directly from colleges themselves.

Colleges will decide individually whether or not to offer direct loans, although it's expected that most will. Like traditional student loans issued by banks, these loans will be federally guaranteed. And there will be more options for paying back the loans.

Traditional student loans have a fixed 10-year repayment plan after graduation. With direct loans, students have other choices.

They can, for instance, pay back the loan at a rate proportionate to their income—lower amounts in the early earning years and higher amounts as their income increases. Or they can elect a graduated repayment plan not related to income.

Students save money on direct loans because, besides the repayment options, there are smaller origination fees.

Some loans will have lower interest rates than those obtained through banks.

There's good news, too, for persons who now have traditional student loans. The new regulations allow those persons to refinance or consolidate those loans at lower interest rates.

The direct loan program is welcome news to NEA members Marilyn and Dale Pace. Both are music teachers in Indiana—she at the Caston Educational Center in Fulton, he with the Tippe Canoe Valley School Corporation. Their daughter, Melinda, is in her first year at Ball State.

NEA member Marilyn Pace believes the new student loan program will benefit more students. Her family's income kept daughter Melinda, left, from qualifying for financial assistance.

Even two teachers' salaries won't cover Melinda's bills, yet the Paces make too much to qualify for assistance.

"It's really a struggle to find the money," says Marilyn Pace. "What's so mind-boggling is how much college costs have risen over the years. My college costs in the 1960s were about $2,500 a year. My daughter's bills for one year at Ball State add up to $6,400."

To come up with the money, the Paces are borrowing against their life insurance policies. This method costs them no interest but greatly reduces their death benefits until the money is repaid.

The Paces' son will attend college in five years.

"A lower-cost loan from the college he'll attend might make a big difference," Marilyn Pace says. "Without it, we'll have to borrow against our retirement annuities—and there's really not enough there yet."

—Diane Dismuke

Volunteering Pays—for College

Starting this fall, college-bound students have a new option to finance their higher education expenses.

In return for one or two years of service in President Clinton's national service program—AmeriCorps—participants will receive a living allowance of $7,500 a year, free medical care, and a $4,725 voucher good for college or vocational school expenses or to pay back a student loan. In some cases, a participant could serve part-time and receive $2,362 per year.

The program, described as a domestic version of the Peace Corps, will eventually put 100,000 men and women to work in existing community service programs like VISTA, Habitat for Humanity, and others. This year, about 20,000 young people will participate.

AmeriCorps volunteers will do all kinds of work, from teaching basic skills to parents of young children and providing substance abuse counseling and education to monitoring air and water quality.

Interested persons apply directly to the community-based program that appeals to them most. Each program has its own selection criteria. The minimum age for participants is 16; there's no maximum age. For more information, contact AmeriCorps, 1201 New York Ave., N.W., 8th Floor, Washington, DC 20525, 800/942-2677.

HEROES & ZEROES

Sincere thanks to Pioneer Hi-bred International, Inc., an Indiana-based corporation, for heartwarming generosity. When beloved Tipton science teacher Fred Calhoun died recently, Pioneer Hi-bred made it possible for Tipton Community School staff and students to say goodbye. The local company provided "corporate substitutes" (aka their own staff members!) so school staff could attend Calhoun's funeral.

A take-home test every night for Half Moon Bay, California school board member Garrett Redmond, who recently proposed a ban on school homework. "Homework is burning students out terribly," and "interrupts family life," he says. Redmond obviously hasn't done his homework or he'd know that homework and academic achievement are inextricably linked. Other school board members were better informed—they pushed Redmond to withdraw his proposal.

A Charlton-Heston-Has-Rights-Too Award to actress Susan Sarandon, who's speaking out about the right to speak out. Joining other notables and the Freedom Forum, Sarandon's narrating public service announcements that spread the good word about the First Amendment. To spread the word in your own classroom, get a free copy of the "Talking About Freedom" teacher's guide while supplies last. Call 800/830-3733.

A Racism-in-Disguise Award to Charles Murray and Richard Herrnstein, authors of the reprehensible new book, *The Bell Curve*, which makes the case that some races and ethnic groups are genetically smarter than others. Wrong, say all reputable scientists. The point in making this argument can only be to reinforce prejudice and encourage policymakers to walk further away from our cities and our poor.

A Thanks-for-Putting-Your-Money-Where-Your-Modem-Is Award to IBM, which recently announced a $25 million grant program to encourage K-12 education reform. And congratulations to the first grant recipient, the Charlotte-Mecklenburg public schools. IBM will give the North Carolina district $2 million to bring high technology to four area schools involved in an innovative project.

COVER STORY

One Giant Step For Teaching

They said it would never happen, but soon, very soon, some American teachers will be nationally certified in their area of expertise.

They said it couldn't be done, but the teaching profession now has a way of identifying accomplished teaching and recognizing those who practice it.

Early this month, the Detroit-based National Board for Professional Teaching Standards will announce the names of the first teachers to be awarded National Board certification. (The February 1995 issue of *NEA Today* will carry the names of those who are NEA members.)

The successful candidates are among 235 teacher volunteers who completed last year's field test in the National Board's category for middle school and junior high teachers who teach multiple subjects—the Early Adolescence/Generalist assessment. This is the first of 30 subject/level assessments that will become available to the nation's teachers between now and the end of the decade.

"The teaching profession finally has what other professions have long had: a way to recognize accomplished practice through National Board certification," says NEA President—and National Board member—Keith Geiger.

And highly accomplished veteran teachers have a way to compare their skills against the National Board's benchmarks.

"I know I'm a good teacher," says certification candidate Linda Gonzalez, sixth grade teacher in the Elk Grove School District in Sacramento, California. "But national certification is a way to prove it to myself and others."

Another certficate candidate, Patsy Dean Wallin, a junior high English teacher in Laurel, Mississippi, sees national certification as a personal link to education reform.

"The whole country is moving toward national standards and authentic assessment," Wallin explains, "but the local level is often slow in embracing necessary change. For me, trying for National Board certification is a way of being engaged in the effort to set national standards."

Trying for national certification also means going far beyond the normal effort.

Between November 1993 and March 1994, each candidate spent, on average, more than 100 hours putting together portfolios documenting the ways they meet the Board's standards with their own students—"more hours than on any other one thing in my entire life," Wallin claims.

The portfolios include videos of classroom practice that took dozens of hours to prepare. "I looked at every tape three times and coded what was going on every minute—just so I could find the examples of behaviors again," explains Lynn Countryman, a science teacher from Cedar Falls, Iowa.

After a two-month break following completion of the portfolios, the candidates went to an assessment center where, among other exercises, they defended some of the instructional decisions recorded in the video portion of their portfolio.

The products of the assessment center were later scored. Among them: videos

Kent Johnson

"The portfolio and the assessment center forced me to step back and reflect on what I do and why. Even if nothing more comes of it, that was the gift of the process. I'll never go through anything with my students again without that reflection."

Patsy Dean Wallin
English teacher
Jones Junior High School
Laurel, Mississippi

Along the Road to National Certification

➤ **1987**
Following the recommendation of the Carnegie Foundation for the Advancement of Teaching, the National Board for Professional Teaching Standards is established.

➤ **1987-to present.**
National Board secures $60 million from foundations and matching federal grants to cover costs of research, development, and testing.

➤ **1988-90**
Board decides to focus on accomplished (as opposed to novice) teaching and to certify in subjects by student age level.

➤ **1991**
Board contracts for first two assessments for Early Adolescence teachers in the English Language Arts and Generalist categories.

➤ **1993-94**
Board conducts national field tests in these two areas.

➤ **December 1, 1994**
Board awards first national certificates in the Generalist category.

➤ **1994-95**
Board offers first regular assessments (as opposed to free field tests). Cost: $975 each.

➤ **July 1995**
Board awards certificates in Early Adolescence/English.

➤ **1995-96**
Board offers certificates in four areas.*

➤ **1998-1999**
Board is on-line or under development with assessments in 30+ subject/level areas.

*Early Childhood/Generalist; Early Adolescence/Social Studies-History; Adolescence and Young Adulthood/Mathematics; Middle Childhood/Generalist.

COVER STORY

Gregg Brown

of the candidates making their instructional defense and reams of candidate-written essays. The scorers—other experienced teachers recruited and trained for the occasion—examined the videos and the essays for evidence that the candidates were meeting the Board's standards in their teaching.

Among the things the teacher-judges were looking for were answers to these questions: Did the candidate display knowledge of early adolescent development and subject matter? Did the candidate maintain a stimulating learning environment and provide challenging material? Does the candidate collaborate willingly and well with colleagues? And so on.

Months later, the National Board set the standard for passing.

"One thing I learned from making the video: I misinterpreted the role one of my students played in a cooperative learning group. I didn't think she was working hard; I missed the fact that she was organizing the group to do the work. Now I'm more diligent in focusing on specific learning groups rather than on the class as a whole."

Lynn Countryman
Science teacher
Malcolm Price Lab School
Cedar Falls, Iowa

Assuming there will soon be a group of teachers who are Board-certified, what impact will that have?

Here are some likely changes:

➤ States and school districts will provide teachers with material and professional benefits as incentives to obtain National Board certification. (See box above for incentives already in the works.) Nothing says they have to do this, but many state governors and legislators are major supporters of National Board certification as a way to raise education standards.

➤ Through its Board-certified teachers, the teaching profession will take further control of national certification. Board-certified teachers will eventually elect the members of the National Board. They'll also begin performing right away many of the roles in the assessment process, such as proctor, interviewer, scorer.

➤ Board-certified teachers will have clout—maybe even an attitude. After what they've been through, they're not likely to feel obliged to subscribe to the "I'm only a teacher" line.

"If going through the Board-certification process gets teachers to challenge school boards and principals," says Valarie French, NBPTS vice-president for assessment, "that will be an enduring result."

➤ Pass rates on National Board assessments will rise. "As candidates know more what to expect, they'll know when they're ready—even which assessment, generalist or math, say, best matches their preparation—and pass rates will climb," says NBPTS senior vice-president Jim Smith. Smith observes that, for these same reasons, pass rates on medical boards are high.

➤ Board-certified teachers may be able to use their national certification to obtain state licensure. This may even help other experienced teachers avoid having to go through state certification all over again when they move—as Patsy Dean Wallin did when she moved back to Mississippi two years ago. At the time, Wallin had 20 years of teaching experience in New Jersey, Massachusetts, and Florida.

For the candidates, the wait for the announcement of scores is nearly over.* The candidates who pass will be elated. Pass or not, all the candidates will acknowedge what most said at the end of the assessment: the opportunity the assessment gave them to reflect on their teaching was worth everything they went through—even if they never got certified.

That's what makes them—and the assessment process—professional.

—Nancy R. Needham

For more information about national certification, call 800/22TEACH.

Want to discuss national certification with colleagues? Check out NEA Online, the Association's electronic network. Keyword: NEA Teaching, click the "Teaching & Learning Message Board" icon, then select the "National Certification" topic area.

*But an additional 300 candidates, in Early Adolescence/English Language Arts, who went through their own assessment at the same time won't receive their scores until July 1995—when revision of their scoring system will be completed.

Incentives Add Luster

Many states and localities have put in place incentives to make National Board certification more attractive to teachers. These include:

➤ More money. North Carolina and Mississippi have promised respectively a 4 percent salary increase and a $3,000 bonus to Board-certified teachers.

➤ Automatic state licensure. New Mexico, North Carolina, Iowa, and Oklahoma.

➤ Release time for assessment activities. North Carolina, New Mexico.

➤ Money toward assessment activities. New Mexico, Iowa.

➤ Assistance with assessment fee. New Mexico and North Carolina; Rochester, New York, Vancouver, Washington, and Boston, Massachusetts.

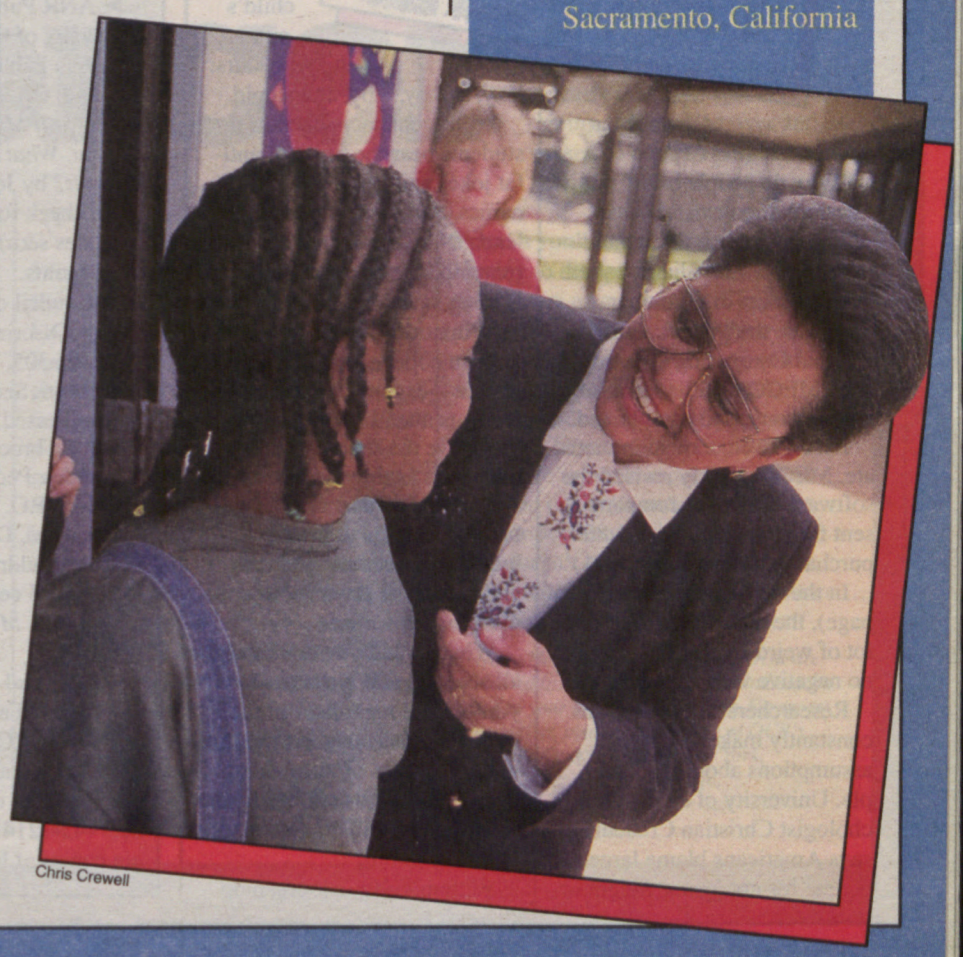
➤ Higher status (for example, eligibility for lead teacher status). Boston and Rochester.

➤ Credit toward recertification. Ohio and Massachusetts.

Warning: Conditions apply to some of the incentives. Be prepared to read the fine print.

"I wasn't offered time off to prepare for the assessment, but if I had been, I wouldn't have wanted it. I think the purpose of the assessment is to discover this: What can you do given the resources you have? Can you be a great teacher within the framework of your regular job?"

Linda Gonzalez
Sixth grade teacher
Herman Leimbach
Elementary School
Sacramento, California



Chris Crewell

HUMAN RIGHTS

A Story About Size

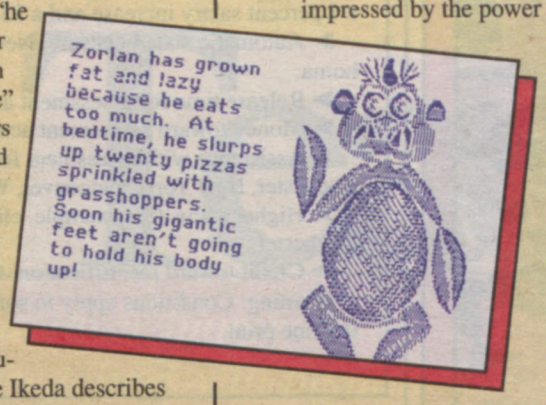
Once upon a time, in the software world, a fat, lazy monster named Zorian met a fifth grade teacher named Russell Williams. Williams fought the monster, the software company, and the stereotype. He won.

Three years ago, Russell Williams caught a glimpse of a software package called Grammar Monsters. That's where he met the character Zorian.

Zorian appeared after three grammatical errors had been discovered and corrected on the screen. His purpose: to serve as an entertaining reward for students who learned from the mistakes.

"Zorian has grown fat and lazy because he eats too much," the text read. "At bedtime, he slurps up twenty pizzas sprinkled with grasshoppers. Soon his gigantic feet aren't going to hold his body up!"

Williams wasn't amused. A 25-year veteran of rural Maryland elementary schools, Williams is also an active member of the National Association to


Zorian has grown fat and lazy because he eats too much. At bedtime, he slurps up twenty pizzas sprinkled with grasshoppers. Soon his gigantic feet aren't going to hold his body up!

Advance Fat Acceptance (NAAFA).

"Why do people ask if size discrimination exists?" asks Williams. "It's all around us."

In response, Williams called the producers of Grammar Monsters, the Minnesota Educational Computing Corporation (MECC). Williams wasn't the only one who complained.

Results were almost immediate. MECC quickly revised the software. Then the company sent free revisions to all 1,800 purchasers of the program.

In the revised program (midpage), the monsters still eat a lot of weird food. But there are no negative verbs or attributes.

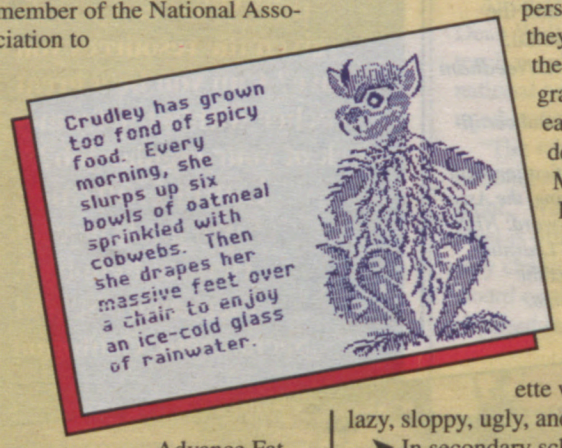
Researchers say Americans constantly make negative assumptions about large people. University of Kansas psychologist Christian Crandall says Americans blame large people for not losing weight or "lifting themselves up by their bootstraps."

To Williams, this rings true. He remembers a colleague telling him "he would rather be dead than look like me" and strangers laughing and pointing at him and his family.

University of California nutrition educator Joanne Ikeda describes the harmful effects of this phenomenon on children. "Kids are misled into believing that an ideal body type exists—which is untrue," she says. "And they learn that one of the first things they will do as adults is diet—which will only make them gain weight."

The impact: misery in school and after graduation.

➤ In elementary school, fat children often have few friends, no matter how personable they are. By the second grade, notes eating disorders expert Michael Levine, children describe a fat child's silhouette with slurs: lazy, sloppy, ugly, and stupid.


Crudley has grown too fond of spicy food. Every morning, she slurps up six bowls of oatmeal sprinkled with cobwebs. Then she drapes her massive feet over a chair to enjoy an ice-cold glass of rainwater.

➤ In secondary school, fat students bear the brunt of anti-fat jokes and get negative nicknames. Some experience violence. NAAFA members remember being kept off cheerleading squads, drill teams, even honor rolls.

➤ In college, the situation is similar—except that fewer fat students attend even though they have the same average testscores as thin people.

➤ After graduation, the anti-fat stigma leads to lower incomes, forced resignations, and denials of promotions and insurance coverage.

What should you do to make all students feel welcome in your school regardless of their size? Crandall suggests modeling acceptance of large, little, tall, and thin kids and being intolerant of intolerance in your classroom.

Williams advises screening educational materials for discriminatory content. "Don't be afraid of taking on the monsters," he says. "I was impressed by the power my complaint had and by MECC's willingness to change."

You can download the "Report on Size Discrimination" by NEA Human and Civil Rights using NEA Online. Keyword "NEA Works" and select the reference library.

—Mary Faber
NEA Human and Civil Rights

Resources

For information on discrimination based on weight or short stature, contact:

➤ Adaptive Living, P.O. Box 60857, Rochester, NY 14606. Send check for $15.95 plus $1.50 s&h for a copy of *Dwarfs Don't Live in Doll Houses* by Angela Van Etten.

➤ ANR Publications, University of California, 6701 San Pablo Avenue, Oakland, CA 94608-1239. Write for *If My Child Is Too Fat, What Should I Do About It?* by Joanne Ikeda. Make check for $1 (includes s&h) payable to UC Regents.

➤ Council on Size & Weight Discrimination, P.O. Box 305, Mt. Marion, NY 12456. Send stamped, self-addressed #10 envelope for a brochure.

➤ Little People of America, P.O. Box 9897, Washington, DC 20016. Send self-addressed envelope and 75 cents postage for booklet, *My Child Is A Dwarf.*

➤ National Association to Advance Fat Acceptance (NAAFA), P.O. Box 188620, Sacramento, CA 95818. Write or call 800/442-1214 for free single copies of brochures.

WASHINGTON WATCH

Person To Watch

Former San Diego school superintendent **Tom Payzant** has his work cut out for him. As federal assistant secretary of education for K-12 programs, he'll oversee the innovations that are part of the 1994 Elementary and Secondary Education Act, also known as the Improving America's Schools Act.

Highs from the 103rd Congress

Forget gridlock for a minute. The 103rd Congress did well by public education. Big wins:

➤ The reauthorization of the Elementary and Secondary Education Act (ESEA)—$12 billion for key programs.

➤ Goals 2000: Educate America Act—$400 million in grants to strengthen student standards and achievement.

➤ Safe and Drug-Free Schools and Communities Act—$500 million for safer schools.

➤ Technology for Education Act—a commitment to expand access to instructional technology for all students.

And don't forget the School-to-Work Opportunities Act, the National Service Trust Act, School Readiness programs, and the Student Loan Reform Act.

What You Can Do

The education gains of the 103rd Congress are impressive, but they won't mean much if the 104th Congress doesn't come up with the money to fund them. Keep the pressure on old, and new, members of Congress to put the money where the promise is—in education. Contact your representatives in Washington.

Political Cartoon of the Month

Jim Borgman/*Cincinnati Enquirer*

"Forget it, kid. Toy guns are way too dangerous....I can only sell you the real thing."

Congressional Quote of the Month

"The Congress declares it to be the policy of the United States that a high quality education for all individuals and a fair and equal opportunity to obtain that education are a societal good, are a moral imperative, and improve the life of every individual."

—Public Law 103-382
From the Improving America's Schools Act, 1994

Meet:

Joe Di Dio

Norma Cantú

She's the Enforcer

"I believe a future with equal opportunity is inevitable, and my job is to make the inevitable happen faster."

That's how Norma Cantú describes her job—and her vision—as assistant secretary for civil rights at the U.S. Department of Education.

Born in the Rio Grande Valley of Texas, Cantú graduated from Harvard Law School at 22. Before coming to Washington, she taught public school, worked for the Texas attorney general, and battled for equal rights as a lawyer for the Mexican American Legal Defense and Education Fund.

After 18 months on the job, Cantú spoke with NEA Today *assistant editor Stefanie Weiss.*

What does the Office for Civil Rights do?
OCR's job is to ensure that federal funds—taxpayers' dollars—are never used to support discrimination on the basis of gender, disability, race, national origin, color, or age. Our jurisdiction: all of the places that receive federal funds and deliver educational services—schools, colleges, libraries, museums, prisons, and more.

What's the biggest difference in OCR since you took over?
In earlier administrations, very few investigations were initiated by the government. The public perception was that the office was toothless, that it wasn't serious about enforcing the civil rights of students.

At one point, several civil rights groups convinced a federal judge that OCR wasn't doing the job Congress mandated. As a result, we have quite a shameful history that we've been working to overcome.

How are you doing that?
For one thing, we're not chasing after imaginary types of violations. My predecessor under the Bush Administration imagined that race-targeted scholarships were a major civil rights problem for white students. In fact, a government study found that race-targeted scholarships helped increase educational opportunities.

So we're going to stay focused on the real problems. We're not looking for issues that are "intellectually stimulating." We're going to do the hard work that people expect us to do.

What are some of the "real problems" you've found?
We have a number of school districts across the country that identify students as limited English-proficient, but then don't serve them. We've found districts that give students a half hour of instruction a week to support their language development. That's an inadequate response that produces watered-down education and denies equal opportunity.

What can you do about that?
In Michigan, for example, we found a pattern of violations of the rights of language minority kids. So we approached state officials and asked whether they would look at the matter on a statewide basis, and the state agreed. We hope to have a positive impact on the whole state, to come up with a solution that provides equal opportunity for all kids there.

What should NEA members do when they spot discrimination?
Look for help within the school district: counselors, directors of minority programs, and so on. Try to get a conversation going. Seek information and technical assistance from OCR—investigations and enforcement measures are *not* the only tools. Join us in encouraging people who are doing it right, bringing stakeholders together to discuss solutions, and brokering settlements.

In this era of inclusion, are you concerned about the civil rights of disabled students?
Of course. But we try to stay away from using the word "inclusion," because it's not an accurate description of the federal standard. OCR's obligation is to see to it that students with disabilities receive educational opportunities equal to those given to non-disabled students, that their education is provided, to the extent practical, in the least restrictive environment.

Is it a violation of the law when disabled students are moved into classrooms without support?
The law and regulations are quite clear: the disabled child can't be placed in a mainstream classroom without the support that provides equal educational opportunity.

Are there other critical issues?
Girls and minority students are still severely underrepresented in high track, high-content courses. And minority students are still overrepresented in special education courses.

Another big problem is the misuse of assessments and tests. In Ohio, for example, we received complaints from the minority community that the ninth grade basic skills test was being used to terminate education opportunities.

We started to investigate and ended up negotiating a settlement with the state. Now assessments are being used in a positive way to identify kids who could use some extra help as early as the fourth grade.

What accomplishments are you proudest of?
We've been able to establish a lot of clear policy, explaining laws on higher education desegregation and racial harassment. And we're working on sexual harassment policy.

I'm proud of the fact that we're being very assertive about posting the speed limit, so that people know quite clearly that high speeders are going to be pulled over and asked to comply with the civil rights laws.

What's your biggest frustration?
Having to accept that a lot of folks aren't even aware that there is discrimination. We can bring the awareness level up without inviting conflict, and that's what I'm trying to do.

Fault-finding is part of our job, but we're not here to label people as racist. We're not here to put another notch on our belts and say, "Got me another person who hates women." That doesn't help students. What helps students is providing them more education and more opportunities.

Note: New policies released by OCR are published in the Federal Register and can be found in your local public library. For more information, please contact one of OCR's regional offices in Boston, New York, Philadelphia, Atlanta, Chicago, Dallas, Kansas City, Denver, San Francisco, and Seattle.

Grassroots

State

TENNESSEE

Tennessee drivers will soon be able to sport a "Helping Schools" license plate to show their support for public education. The $25 surcharge for the special plate will go into an education fund for schools in the county where the money was collected. The fund will purchase new supplies and equipment.

WISCONSIN

What impact do tax cuts and revenue have on education? According to a recent Wisconsin Education Association Council (WEAC) survey, last year's state-imposed spending limits have forced nearly all school districts to cut essential services and programs.

"Class sizes are up, morale is down, and buildings are falling apart," says WEAC President Richard Collins. "The quality of education here is eroding before our eyes."

HAWAII

Hawaii is the first state to receive an education reform planning grant under Goals 2000 legislation. The $409,227 grant establishes a state panel to develop a school improvement plan over the next year. The emphasis: technology for teachers.

MINNESOTA

After 110 years of sponsoring its own fall conference, the Minnesota Education Association made a historic change. This year, MEA and the Minnesota Federation of Teachers jointly sponsored a full day of professional development seminars. Merger discussions between the two organizations began three years ago and continue today.

VERMONT

Vermont-NEA is promoting positive parent-teacher relationships through a series of cheery customized greeting cards that teachers can send home with kids. Featured greetings include "Welcome to my classsroom"; "Success Card: Something good happened in school today!"; and "Thank you." The cards are provided free to members, along with this bumper sticker.

IN GEORGIA

Charity Floods Victims with Hope

Marion Stevens, a secretary at Dougherty High School, thought her teenage daughter was overreacting when she called saying flood waters might reach their house in East Albany. Less than an hour later, all school employees were sent home.

Stevens made it in time to load her family and a few possessions into her car. Then, because the streets were already flooded, she raced across the grounds of Coachman Park Elementary to safety.

"We will rebuild," says Stevens. "It won't be easy, but we will make it. This flood is not going to get me."

The floods that ravaged southwest Georgia in early July left 23,000 people homeless—among them, 100 NEA members. The threat of cholera rendered soaked possessions unsalvageable. Schools along the path of the flooding Flint River sustained massive damage, and four have to be completely rebuilt. One NEA member lost a daughter.

But NEA members throughout the state and across the country have pulled together to help both students and members rebuild their lives.

Three thousand bookbags stuffed with new school supplies have been distributed by the Georgia Association of Educators to kids from the hardest hit families. "They've lost everything," says UniServ Director Bert Wagnon. "When a child gets a bookbag, at least he's gotten something to call his own."

Photos by Merri Brantley/GAE

First-graders at Magnolia Elementary School in Albany receive donated bookbags filled with school supplies from GAE President Faye Smith.

One little boy, upon receiving his bag, beamed, "I've got some new shoes, and now I've got a bookbag."

In Dougherty County, which encompasses Albany and sustained 90 percent of the damage, NEA members have formed teams to clean up homes. Many teachers lost school supplies stored for the summer, so truckloads of donated teaching supplies have been rolling into the area.

Most school supplies touched by flood waters had to be destroyed for health reasons. "We've got chaos," says UniServ Director G.W. Tibbetts.

Since most members don't qualify for federal emergency funds and many didn't have flood insurance, GAE is building a relief fund to provide up to $500 to every member who needs assistance. So far the fund has collected $30,000.

"It's not business as usual even for those not directly hit by the flood," says UniServ Director G.W. Tibbetts. Magnolia Elementary School, absorbing its hard-hit neighbors, has seen its normal enrollment of 700 swell to 1,200.

"But help coming from NEA folks around the country has been the one bright light for these people," he adds.

To volunteer or contribute money or supplies, contact the GAE Relief Fund, 3951 Snapfinger Parkway, Decatur, GA 30035.

IN ARKANSAS, PUERTO RICO

Vouchers Down, But Not Out

The Arkansas Education Association has shown that the best way to defend public education from school voucher initiatives is to keep them off the ballot.

Earlier this year, a Ft. Smith attorney submitted three proposed ballot initiatives on vouchers, one of which would have stripped some $234 million from public education over four years. (See StateSide, *NEA Today*, March 1994.)

AEA quickly launched an aggressive campaign educating voters on the dangers of vouchers and discouraging them from signing petitions to get the initiatives on the November ballot.

"Arkansas voters are not ready to give up on their public schools," said AEA President Grainger Ledbetter, "much less volunteer their hard-earned tax dollars to pay for a private school system that benefits the few at the expense of many."

He was right. The attorney, having failed to gather the 70,000 signatures needed, conceded defeat.

In Puerto Rico, good news has turned sour on the voucher front.

Last spring a lower court declared school vouchers unconstitutional. (See Grassroots, September.) But NEA's Asociacion de Maestros de Puerto Rico couldn't rest for long. The Puerto Rico Supreme Court has voted 4 to 3 to allow the voucher experiment to continue for a second year while it reviews the case.

IN WEST VIRGINIA

Association Battles High Dropout Rate

The Harrison County Education Association is striving to get more kids to graduation day—a tall order in a state and county with one of the highest dropout rates in the nation.

For the past two years, HCEA has been developing an array of dropout prevention programs that reach kids even at the elementary school level.

HCEA President Christine Fergale leads an after-school tutoring program. Former President Emma Clevenger heads an elementary school program. And member Cindy Fasceni works on a program targeting pregnant teenage girls. "These are just a few of the many programs coordinated by HCEA members and supported by our Association," Fergale notes proudly.

HCEA is currently lobbying the county school board to allocate $1,000 for dropout prevention efforts in each of the county's schools.

Bob Shaw

HCEA's program reaches even the very young. "We believe West Virginia's double-digit unemployment will change only if we act now against the dropout rate," says President Christine Fergale.

IN NEW HAMPSHIRE

Clear and Present Danger

When support personnel in Dover, New Hampshire put their political fingers to the wind, they sensed a hurricane.

Term limits for school board members resulted in a reconstituted board this year whose first order of business was to try to take away seniority as a factor in compensation for nonunionized employees.

Though unsuccessful, the board went on to vote unanimously to consider education "innovations" like merit pay, privatization, and vouchers.

Support personnel got scared—and got busy. This September, district secretaries organized the Dover Education Office Personnel Association. Teacher assistants organized the Dover Paraprofessional Association. So far, some 40 of the 70 teacher assistants have joined.

Linda Redfern, president of the Dover Education Office Personnel Association, says, "Now we hope to have more input into some of the difficult decisions the school board is making on our behalf."

"We're behind them all the way," says Dover Teachers Union President Bev Conway.

INFLUENCE

Do Your Words Carry Weight?

School employees know better than anyone how discipline, ability grouping, and curriculum affect a school environment.

But do you feel influential in shaping policies on these issues? In Vermont, two out of three teachers polled by the Department of Education said they wielded a great deal of influence in curriculum decisions.

In Louisiana, only 28 percent said they felt influential on discipline matters. But since the poll was taken, the Louisiana Association of Educators has helped develop a new law that gives teachers greater authority over discipline in their classrooms.

The poll included 56,051 public school teachers nationwide, varied by race, teaching category, and experience. Some 6,000 respondents were new teachers.

Percentage of Public School Teachers Who Think They Have a Great Deal of Influence on Certain Issues, 1990-91

	Discipline	Ability Grouping	Curriculum		Discipline	Ability Grouping	Curriculum
NATION	37%	27%	35%	Missouri	36%	23%	45%
Alabama	30	25	19	Montana	42	26	51
Alaska	44	33	19	Nebraska	46	31	51
Arizona	36	27	33	Nevada	39	27	33
Arkansas	34	19	26	New Hampshire	39	29	46
California	47	30	36	New Jersey	30	23	34
Colorado	43	35	44	New Mexico	37	24	34
Connecticut	39	31	43	New York	33	25	33
Delaware	23	27	35	North Carolina	38	20	21
Dist. of Col.	31	25	18	North Dakota	40	24	41
Florida	35	26	28	Ohio	39	29	43
Georgia	30	25	23	Oklahoma	38	30	40
Hawaii	37	41	42	Oregon	47	34	40
Idaho	45	31	39	Pennsylvania	36	21	44
Illinois	38	32	39	Rhode Island	37	29	38
Indiana	35	30	40	South Carolina	30	18	25
Iowa	44	29	50	South Dakota	43	27	49
Kansas	40	23	39	Tennessee	38	28	24
Kentucky	36	34	35	Texas	28	23	29
Louisiana	28	25	19	Utah	45	30	34
Maine	50	39	56	Vermont	59	45	66
Maryland	30	23	17	Virginia	32	17	25
Massachusetts	37	29	41	Washington	53	34	44
Michigan	37	29	41	West Virginia	46	26	26
Minnesota	47	34	46	Wisconsin	40	29	50
Mississippi	37	23	33	Wyoming	44	30	47

Source: U.S. Department of Education

Local

COLORADO

Respect. That was the rallying cry for the 3,000 striking teachers in Denver. And they overcame many obstacles in their battle to gain it, including gaining a court ruling upholding their right to strike. Teachers ultimately won a 45-minute duty-free lunch, class limits of 35, and a salary increase. What's more, poor performances by replacement teachers "earned educators new respect from students and parents," reports one Denver paper.

MICHIGAN

Farmington Education Association members are helping feed the hungry every time they go to Kroger's grocery stores. Through a program called Food to Share, shoppers pick up vouchers at the checkout line and check off 50 cents, $1, or $5. That amount is added to their grocery bill, put into a special account, and distributed by FEA to several local food pantries.

PENNSYLVANIA

The Wilkinsburg Education Association is taking strong measures to protect the jobs of 25 teachers at Turner Elementary School. The teachers may be furloughed if the Wilkinsburg School Board hires Alternative Public Schools (APS), a Nashville-based for-profit company, to run the school.

Barb Bell, WEA's chief negotiator, promises "an extended legal battle over the issue of whether an independent entity has the authority to hire and fire school personnel." WEA is also working with Tennessee's Metropolitan Nashville Education Association, which fought APS and won.

ALASKA

The 2,900 teachers in Anchorage went to the picket line recently to get their contract on paper. The Anchorage Education Association had agreed to the district's last best offer. Its only request: a written guarantee that the full amount be spent on teachers.

The district stalled, while spending $150,000 *per day* from the public trust for education to run a child care center for kids who otherwise would have been in school. In the end, the district settled—in writing—on an agreement worth $9.7 million over three years.

Kids & Books

Every year publishers rush out with dozens of new kids' books, and every year just a few stand out above the rest. Here are our favored few, our picks of the best for this holiday season.

Lives of the Writers
Kathleen Krull and Kathryn Hewitt
Harcourt Brace. $18.95.

Like its predecessor, *Lives of the Musicians, Lives of the Writers* delves into the private and certainly never-dull lives of 16 creative people. Illustrator Kathryn Hewitt captures the character of each writer in an opening portrait—Emily Dickinson framed by books, picnic basket, and her constant companion Carlo (a dog), for example.

This book isn't really a biography. It's more a collection of gossip that gives insight into each writer's personality and claim to fame.

Just two nuggets: Did you know Jack London sometimes ate two raw wild ducks a day? And this: Louisa May Alcott wrote so long and pressed so hard with her steel pen that her thumb became permanently paralyzed.

The Desert Is My Mother
El Desierto Es Mi Madre
Pat Mora
Pinata Books. $14.95.

Like its subject, the desert, this illustrated poem is both sparse and bountiful. Its few words, printed on each page in both English and Spanish, are lovely. Its illustrations, simple at first glance, are full of emotion.

Its message—the desert provides all the nourishment a body and soul need—carries the beauty of a place and its people. A fine holiday gift from Hispanic poet Pat Mora (author of *A Birthday Basket for Tia*) and illustrator Daniel Lechon.

Pink and Say
Patricia Polacco
Philomel Books. $15.95.

When you judge that a child is ready to face the horrors of slavery and war, hand her a copy of this beautifully told tale of two Civil War soldiers, one Black and one white.

Author and illustrator Patricia Polacco says the story is a true one, told by her great-great-grandfather and passed on through the generations.

The bond between the two young heroes is heartwarming, and the illustrations engaging. But while the book has its light moments, it also spares no pain. Without giving away the ending, expect tears.

Dear Benjamin Banneker
Andrea Davis Pinkney and Brian Pinkney
Harcourt Brace. $14.95.

In August 1791, Benjamin Banneker wrote to Secretary of State Thomas Jefferson, saying it was "pitiable" that a man who had written that all were created equal was a slave owner.

Jefferson responded, saying that he hoped conditions for "our black brethren" would improve.

Banneker, the first Black man to create an almanac, included Jefferson's letter in his 1793 edition.

Andrea Davis Pinkney, while conveying the frustrations Banneker faced as a Black man in 18th century America, demonstrates that such obstacles make Banneker's accomplishments as a mathematician, tobacco farmer, and astronomer all the more spectacular.

The Unicorn and the Moon
Tomie dePaola
Silver Burdett Press. $14.95.

Tomie dePaola takes up a palette of shimmering blues to illustrate his tale of a vain little unicorn who loves basking in the moonlight, because "Nothing made the beauty of the Unicorn shine as did the moonlight."

One night, the moon fails to appear. It's been trapped between two hills who want the moonlight to enhance *their* beauty. Stomp and cajole though she might, the Unicorn can't free the moon. She goes to the frightful griffin, and then the ingenious alchemist, for ways to free her nocturnal spotlight.

Through it all, dePaola fails to have his Unicorn encounter the pitfalls of vanity, which in the end puts a "spoiled damsel in distress" tinge on this tale of teamwork and cleverness.

Lily and the Wooden Bowl
Alan Schroeder and Yoriko Ito
Doubleday. $14.95.

On her deathbed, Yoriko's beloved grandmother presents her with a folded-paper crane and a rice paddle, saying that someday these humble objects may bring great luck. She also extracts an odd promise.

"Your face, child, will tempt many men," says the grandmother as she places a wooden bowl on Yoriko's head. "I fear they will spoil your innocence." With that, she makes Yoriko promise that she will never remove the bowl that covers half her face.

The impoverished Yoriko goes to work in the house of a wealthy farmer. Her beauty hidden, Yoriko remains graceful and diligent, and her manner attracts the affection of the farmer's son, the handsome Kumaso.

Yoriko falls in love with Kumaso. The rice paddle helps her expose the evil (of course) future mother-in-law. But does the rice bowl come off?

Schroeder's adaptation of a Japanese folktale showcases how Yoriko's grandmother guards her until true love finds its way.

The Great Quillow
James Thurber and Steven Kellogg
Harcourt Brace. $17.95.

What do you do when the area giant decides it's time to ravage your little community? Hunder (the giant) demands three sheep, a pie made of a thousand apples, and a chocolate as big as a spinning wheel—every day. To sate him would deplete the town's supplies in a week and a fortnight (that's three weeks, in non-fairy-tale speak).

In James Thurber's classic tale, reissued with appropriately whimsical illustrations by Steven Kellogg, the loved but somewhat mocked Quillow volunteers to meet the giant's demand to be told a story every day. The pompous, terrified town council think Quillow's taken on the easiest task.

Yet as he spins his tales, the clever Quillow—the smallest man in the village—proves you don't need sticks and stones to send a big bully running.

The Greatest Table
Michael J. Rosen
Harcourt Brace. $18.95.

Every time you open this 12-foot long fold-out book, you'll see another detail you never saw before. The first time, you may notice the contrast in styles from 16 of the world's best illustrators; next, the colors; then maybe the words of Michael Rosen hold your attention.

It's a book of feasts for the eyes. How appropriate, since all the proceeds from this book go to Share Our Strength, a hunger relief organization.

To learn more about the organization, contact SOS at 1511 K St., N.W., Washington, DC 20005, 800/969-4767.

Mole's Hill: A Woodland Tale
Lois Ehlert
Harcourt Brace. $14.95.

The illustrations are so glorious in this book that it's easy to disregard the story. But you won't want to.

For inspiration, Lois Ehlert uncovered and adapted an old Seneca Indian tale. Then she paired it with her own vibrant collages based on the art—ribbon applique and sewn beadwork—of the Wisconsin Woodland Indians.

The result, geared to 3- to 8-year-olds, is a delicious story of a mole who actually makes a mountain out of a mole hill and, in the process, outsmarts a fox, skunk, and raccoon.

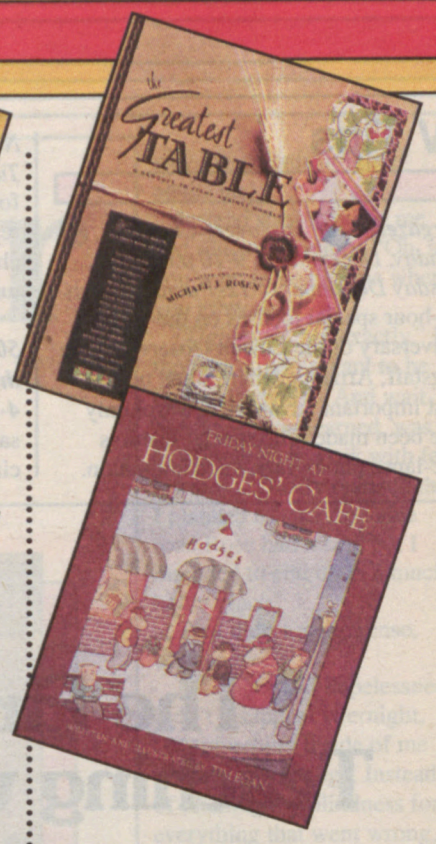
John Henry
Julius Lester and Jerry Pinkney
Dial Books. $16.99.

The day John Henry was born, he jumped from his mama's arms and grew so fast that he burst through the roof. Then he laughed so hard that he scared the sun.

With such details, Julius Lester brings to life the legend of John Henry, a man extraordinarily blessed by nature with warmth, strength, and humility.

Some elements seem to be modern-day additions. (When John Henry wakes up the sun, it not only brushes its teeth, but flosses too.) But once again it all comes down to the famous contest: John Henry and his two sledgehammers against the steam engine. Which can bore faster into "a mountain as big as hurt feelings"?

John Henry pounds away, and by morning, he emerges, tragically victorious. "Dying ain't important," the rainbow whispers to the crowd. "Everybody does that. What matters is how well you do your living."



Friday Night at Hodge's Cafe
Tim Egan
Houghton Mifflin. $14.95.

When three fancy-talking tigers defy the "No Tigers" sign at Hodge's Cafe, the elephants, pigs, and ducks brace themselves for a brawl.

Tensions escalate, then pop when one tiger gets a faceful of "exquisite" chocolate souffle. (Despite the fur and feathers, there's no jello in this *Animal House*.) First chaos, then hilarity, and finally, a quiet lesson in tolerance.

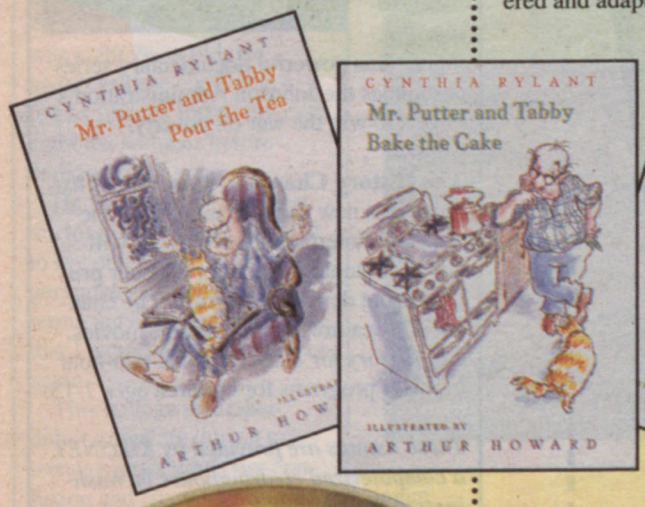
Author and illustrator Tim Egan creates a world that's both adorable and meaningful for elementary kids.

Mr. Putter and Tabby Bake the Cake, Mr. Putter and Tabby Walk the Dog, Mr. Putter and Tabby Pour the Tea
Cynthia Rylant and Arthur Howard
Harcourt Brace. $10.95 each.

This trio of books bolsters Cynthia Rylant's reputation as one of the best children's book writers. (She's written more than 40.)

This time, illustrator Arthur Howard joins Rylant, who tells simple yet fun tales about old Mr. Putter and his old cat, Tabby.

A kid can read these three titles in any order, but a slight edge goes to the young one who starts with *Mr. Putter and Tabby Pour the Tea.* That's where you'll learn how Mr. Putter and Tabby got together in the first place.



CD-ROM: BOOKS ON A DISC

Arthur's Teacher Trouble
Marc Brown
Broderbund. $39.95.

Sigh. Arthur does a lot of that, and on CD-ROM you can hear him as he endures the strict Mr. Ratburn, a pesky little sister, and a competition against the Brain and the obnoxious Prunella for a spot in the upcoming spelling contest.

Selecting "Let Me Play" lets users click on myriad items in each picture—kitchen canisters then do the can-can, classroom posters come alive. The CD play version offers one feature the book doesn't, a list of words that Arthur has to memorize that light up and dance around as they're being spelled out.

Look for many more CD-ROM titles from Broderbund, Discis Books, and other companies as well, as CD-ROM publishers continue to experiment with capturing on disc not just the pictures and words, but the spirit of books.

Can CDs ever replace books? Should they? Exchange your opinion with other NEA members through NEA Online. Just keyword *NEA Today* and click on the Message Board. For details, see page 16.

RESOURCES

TV Tips

***Stargazer**—The Discovery Channel, Monday, December 5, 9-10 p.m., and Tuesday December 6, 12-1 a.m. ET.* This one-hour special focuses on the 100th anniversary of the Lowell Observatory in Flagstaff, Arizona, where some of the most important advances in astronomy have been made. The special features time-lapse photography and animation.

***NOVA: Rescue Mission in Space**—PBS, Tuesday, December 6, 8-9 p.m. ET.* NOVA follows the exploits of the astronauts who repaired the Hubble Space Telescope and checks out the images Hubble has captured in the months since its repair.

***50 Simple Things Kids Can Do to Save the Earth**—CBS, Tuesday, December 6, 4-5 p.m. ET.* Based on the book by the same name, this CBS Schoolbreak Special hosted by actor Richard Moll (photo, right) shows how the actions of young people across the United States are resulting in a cleaner world. For a study guide, call 212/975-8001.

CBS-TV

***Magical Makeover**—ABC, Thursday, December 8, 4-5 p.m. ET.* In this ABC Afterschool Special, a young woman wishes for and gets a guardian angel. After several image makeovers from "Johnny Angel," she finally realizes that how you look isn't that important. For a study guide, call 800/647-4ABC.

***NOVA: The Fine Art of Faking It**—PBS, Tuesday, December 13, 8-9 p.m. ET.* Richard Dreyfuss narrates this special on how science comes to the aid of art, when museums employ scientists to uncover forgeries and reveal clues to an artist's creative process.

***National Geographic Explorer: Mystery of the Ocean Wanderers**—TBS, Sunday, December 25, 12:05-2:05 a.m. ET, repeats Saturday December 31, 10:05 a.m. -12:05 p.m. ET.* The wandering albatross, king penguin, and other animals of the Crozet Islands are by no means aimless travelers. This program looks at how scientists figured that out.

***Scientific American Frontiers: Science Italian Style**—PBS, Wednesday, January 11, 8-9 p.m. ET.* Host Alan Alda leads a scientific tour of Italy, spanning 500 years of science discovery and invention. For free classroom materials, call 800/315-5010. Scientific American Frontiers grants free taping rights to educators.

UPI/Bettmann

America's War on Poverty—*PBS, January 16-18, check local listings for times.* This powerful documentary series chronicles the Johnson Administration's efforts to win the war on poverty.

The History Channel—*Check local listings.* This new cable channel from the Arts and Entertainment Network will debut in January, and offer 24-hour programming devoted to history. The channel will feature documentaries, movies, and *History for Kids*, a special two-hour block of programs for children ages 7-13.

These listings are provided by KIDSNET, a computerized clearinghouse in Washington, D.C.

Teacher TV

Don't forget to tune in to *Teacher TV*, the award-winning weekly magazine-style program coproduced by NEA and The Learning Channel. *Teacher TV* airs Sundays at 12:30 p.m. ET. Here's a list of upcoming episodes.

December 4: Integrating Technology
December 11: School-to-Work Transition
December 18: Dealing With Disasters
December 25: Curriculum Innovations

ANNOUNCING

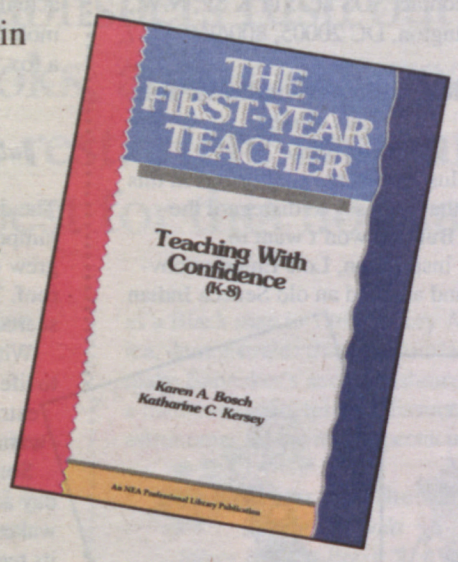
The First-Year Teacher: Teaching with Confidence (K-8)

A new NEA Professional Library book
By Karen A. Bosch and Katharine C. Kersey

Whether you're in college or ready to start your career in the classroom. . .whether you're returning to the classroom of the '90s after being away or starting a new grade level, *The First-Year Teacher* will help you "hit the ground running!"

The First-Year Teacher is a practical, hands-on guide in a format that suggests rather than directs. You'll get knowledgeable help in areas such as:

- ***Making important decisions before school starts***
- ***Preparing for the first day of school***
- ***Optimizing the operations and management of your classroom***
- ***Developing strategies for working with parents***
- ***Achieving positive results with pre-tested activities***



The First-Year Teacher was developed for teachers by teachers to help meet the challenges of the first year—from before the first day to the very last. 144 pp. October 1994.

Special Discount Offer

_____ copy(ies) *The First-Year Teacher* (regular price, $18.95).
Use stock no. 1862-1-10-T8 for your ***special discounted price of only $14.95*** each (plus shipping & handling).

Name _____

Address _____

City, State, Zip _____

Method of Payment Prices are f.o.b. West Haven, CT and subject to change without notice. Include CA or DC sales tax if applicable.

❑ **Payment enclosed** ❑ **Bill me**

Allow 3-5 weeks delivery west of the Mississippi. If you wish faster delivery, please check here to authorize extra charge for UPS service.

❑ **Yes, please ship via UPS, and bill extra charges to me.**

Order TOLL FREE 1-800-229-4200
or mail to NEA Professional Library, P.O. Box 509, West Haven, CT 06516

SOUNDING BOARD

A Vision for Success

By Nancy Shugart

Losing her sight at an early age could have meant an end to Nancy Shugart's lifelong dream of teaching. Instead, Shugart used her challenge as a source of inspiration for herself and her students.

Debbie Mohondro

When I stand in front of my classes teaching music at Langford Elementary School, I know my students are unaware that a lifelong dream of mine is being fulfilled. I know they're unaware of the many miracles that had to occur before I could stand before them as their teacher.

"No principal will ever hire you," a college professor told me. "Get out of education. Change your major."

But it was my senior year. I'd be doing my student teaching the following semester. And ever since I was in kindergarten, I'd wanted to do nothing else but teach.

I couldn't quit now. I was so close. And besides, I was convinced I could do it. I just never thought convincing others would be so difficult.

I knew the college professor wasn't giving me this advice to be cruel or hurtful—just the opposite. He was trying to spare me the pain of being rejected by a profession he thought would be closed to me. But he didn't know the incredible journey I'd already taken to get this far. There was no turning back.

He didn't know me when I was eight years old. He hadn't felt the confusion I felt as I began losing my eyesight the summer before entering third grade.

He wasn't with me when doctor after doctor explained to my parents that there was permanent damage to the retina nerve in both eyes and that I would never see clearly again.

This college professor didn't know me during my teenage years when my confusion and frustration turned into anger and rebellion. He didn't know that I had come close to giving up on my dreams once before but instead had grown more determined than ever to succeed.

Attending public schools with only 10 percent of my eyesight left was a challenge. There was no special assistance available to me in my small home town, so I figured out ways on my own to cope with my blurry new world.

It wasn't easy. In fact, it was extremely frustrating at times, but I worked hard and was a good student through my elementary and junior high years.

But by the time I reached high school, I was tired. I was tired of having to work so hard just to keep up. It's not fair, I began telling myself. It's just not fair.

It wasn't hard to find other kids at my high school who, for other reasons, felt they too had been dealt an unfair hand in life.

It didn't take long before everyone noticed a big change in me—my clothes, my language, my new cigarettes, and my grades. *A*s and *B*s of days gone by were replaced with *C*s and *D*s, even a few *F*s.

My parents, who always supported me with love and encouragement, couldn't understand why I'd become so angry and rebellious. They always taught me that I could do anything I set my mind to. But as a teenager, I found I couldn't care less.

"I'm quitting high school," I announced one day. Many of my new friends had already dropped out and some were working as waitresses. I planned to do the same.

My parents hit the roof. "Think about your future," they said.

That was the problem. I was thinking about the future, and it didn't look very bright. It was so difficult for me to see to read. How could I ever get a good job? A high school diploma, as far as I could tell, was not going to change that.

Finally, my parents and I struck a deal. They agreed to let me work weekends if I promised not to quit school.

At a small cafe, I worked with a cook named Rose. Rose was fiftysomething and had been a waitress all of her life. It was obvious she had little money. She couldn't afford a car or new clothes. A night out was out of the question.

Rose told me that she quit school when she was 15, so I knew she would understand when I told her I wanted to drop out. And she did. She didn't react the way my parents or other adults had.

Instead she looked at me and said very calmly, "Oh, so you want to be like me when you grow up."

"Ugh, well, not exactly," I thought. I didn't want to be broke all my life. And waitressing, I soon learned, was extremely hard work with few rewards. I finally realized that I planned to take the same road Rose had taken, but I intended to end up in a much better place.

That didn't make sense, even to me.

My anger and hopelessness didn't disappear overnight, but something inside of me did begin to change. Instead of blaming my blindness for everything that went wrong, I began making some life-changing observations.

I began to notice people who seemed to have everything a person could possibly need to be successful—and weren't. I began to notice people who had far less than I and yet were doing incredible things with their lives.

The obvious finally dawned on me. It's not the eyesight that determines one's success, it's the vision!

My vision of becoming a teacher slowly began to resurface. The anger and shame I felt toward my blindness was replaced with determination to pursue a purpose in life.

This is now my 14th year teaching in the Austin Independent School District. I know my students aren't aware of the journey that's brought me to this point. My hope is that I'm teaching by example what I call the three *P*s necessary for success.

➤ Pride. Find strength, not shame, in your uniqueness.

➤ Perception. It's your perception that will determine your destiny.

➤ Purpose. If you knew you could not fail, what would you want to do? Begin that today.

Learning how to take our greatest challenges and turn them into winning results is the most valuable lesson we can ever learn. I never thought when I was a teenager that I would one day have such a valuable lesson to teach.

NEA member Nancy Shugart teaches at Langford Elementary School in Austin, Texas. She is the author of the book Challenged to Win: Turning Overwhelming Challenges Into Unbelievable Results, *published last month. Shugart is a frequent inspirational speaker. For more information about her speaking services or her book, contact Expect to Win Enterprises, P.O. Box 43142, Austin, TX 78745-0142, 800/799-2WIN.*

RESOURCES

Free or Inexpensive

LEARNING DIFFICULTIES

Dyslexia: How Do We Learn? John O'Shea and Jenny Dalton. A discussion of dyslexia, learning patterns, and coping strategies. Based on the real-life story of author O'Shea, who overcame dyslexia to earn a graduate degree in physical education. 110 pp. $10.95, $3.50 shipping and handling. Available in bookstores or purchase through Seven Hills Book Distributors, 49 Central Ave., Cincinnati, OH 45202, 800/545-2005.

HIV/AIDS

A Children's Book About HIV/AIDS. Children's AIDS Awareness Project, Lafayette Regional School. Ten students in Harold Tuttle's sixth-grade class surveyed 1,000 students in grades 4-9 to write a primer on HIV/AIDS specifically for other children. The 24-page booklet includes interviews with doctors and nurses and a man who is HIV positive. Send a check for $5 (includes p&h) made payable to Children's AIDS Awareness Project, Lafayette Regional School, 107 Maine St., Franconia, NH 03580.

COLLECTIBLES

Free Stuff for Kids, 1995 Edition. Free Stuff Editors. A collection of free and nearly free items (less than $1) for kids of all ages. Listings cover science, history, economics, health and safety, social issues, and the environment. Includes multicultural reading lists and books designed to help children deal with tough issues. $7 includes p&h. Contact Meadowbrook Press, 18318 Minnetonka Blvd., Deephaven, MN 55391, 800/338-2232. In bookstores, too.

CONTESTS

All the Best Contests for Kids, #4. Joan and Craig Bergstrom. A guide for choosing and entering contests in art, music, dance, poetry, cooking, sewing, photography, and computers. Each entry provides address, appropriate ages, dates, prizes, contest description, and rules. $7.95 paperback, $3.50 p&h. Contact Ten Speed Press, P.O. Box 7123, Berkeley, CA 94707, 800/841-BOOK.

POSTERS

Black Innovators of the Past and Present. Knowledge Unlimited, Inc. Highlights 10 African-American innovators of music, dance, business, and science, including Katherine Dunham, Mary McLeod Bethune, and Charles Drew. Set includes 17" x 22" posters featuring b/w photos and biographical information, teacher's guide, and student activities. $34.95 plus $4 p&h. Contact Knowledge Unlimited, Inc., P.O. Box 52, Madison, WI. 53701, 800/356-2303.

STORYTELLING

Give a Listen: Stories of Storytelling in School. Ann M. Trousdale, Sue A. Woestehoff, and Marni Schwartz, eds. Accomplished storytellers write about their craft—as entertainment and education—in this book of essays. 136 pp. $9.95 for members of the National Council of Teachers of English, $12.95 for non-members. Enclose $1.50 p&h for the first item, 75¢ for each additional item. Available from NCTE, 1111 W. Kenyon Rd., Urbana, IL 61801-1096.

They speak volumes.

Now the perfect way to find the right word is where you need it most: at your computer. Introducing a new version of Random House Webster's Electronic Dictionary and Thesaurus, College Edition—a powerful, easy-to-use electronic tool with an improved interface and instant access to 180,000 entries and 275,000 synonyms.

The same comprehensive dictionary and thesaurus found in hardcover versions are now available as a single electronic writing tool.

Powerful features like Definition Search, Wildcard Search (when you are unsure of exact spelling), and an Anagram Search allow you to find just the right word. Comprehensive definitions include coverage of foreign terms, archaic words, and colloquial uses, as well as business, technical and scientific terms.

You can also add variety to your writing with an exhaustive thesaurus, complete with example sentences and a listing of antonyms for each usage.

$49 for WINDOWS DOS or MAC
TO ORDER CALL 800-526-4782
EXPIRES DEC 31 1994

You'll find this product is the most authoritative writing companion you can buy. See your local reseller now, because expanding your vocabulary has never been easier.

WordPerfect
Novell Applications Group

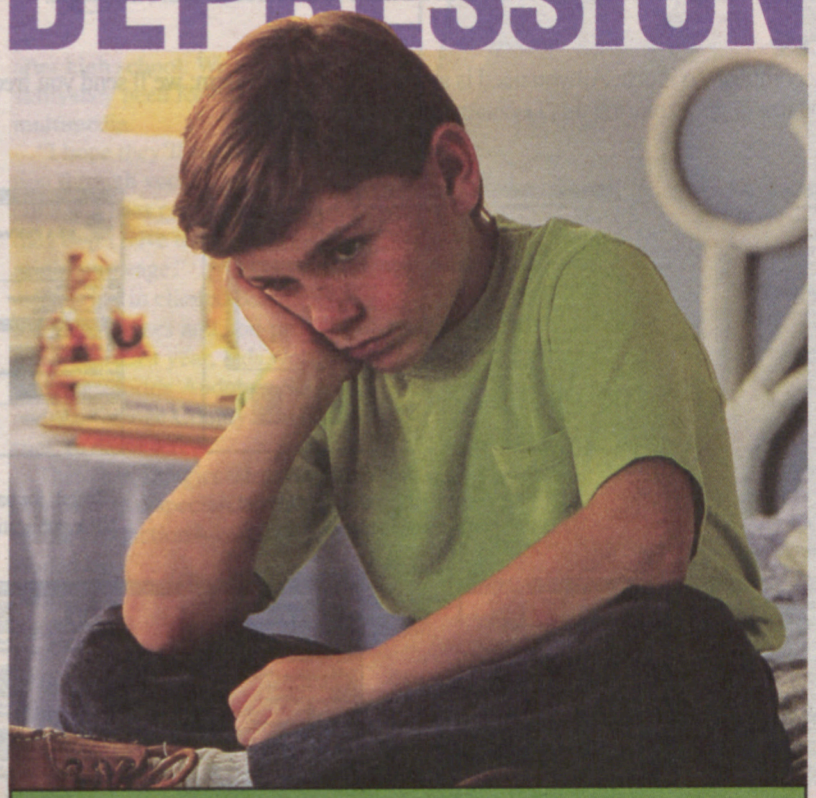
WordPerfect is a registered trademark of Novell Inc., within the United States and other countries. All other brand and product names are trademarks or registered trademarks of their respective companies. © Novell, Inc. 1994.

Health

Information about health factors that affect the way students learn

Dr. Michael Sorter is a psychiatrist with the Children's Hospital Medical Center in Cincinnati, Ohio, where he frequently works with clinically depressed kids. He was interviewed by NEA Today *staff writer Victoria Lytle.*

THE DARK CLOUDS OF DEPRESSION



Most kids seem down at one time or another. While some just need a friendly shoulder to lean on, others need medical help. How can you tell the difference?

Is clinical depression a serious problem among kids?
Absolutely. People used to contend that kids get upset but they don't really get depressed. Many parents still say that. When parents have been asked by researchers to appraise the mood of their children, typically they grossly underestimate how depressed they are. They just don't recognize it.

How does clinical depression differ from a case of the "blues"?
When I say clinical depression, I mean a diagnosable condition—what we also call major depression. In most cases, there is a set of symptoms that distinguish depression from merely a passing mood.

What are the symptoms?
The key symptom is when kids lose pleasure in normal activities. It's also common for kids to experience changes in appetite, so we see kids who are gaining or losing weight. We very frequently see sleep disturbances—some kids seem to sleep all the time, others not enough. Kids may also have feelings of fatigue or loss of energy, worthlessness, or guilt.

With depression, there's generally a deterioration in a child's functioning in school and with friends. So social withdrawal is a big symptom to watch for, but it doesn't occur with every child. Duration is also critical—when you hear about someone being "down" for a couple of weeks, then you have every reason to be concerned.

A child with one of these symptoms may not have a serious problem. It's really the clustering of a lot of these symptoms that should warn you.

How common is depression?
Studies show that approximately 5 percent of adolescents experience depression, so we're talking about big numbers of kids. Some groups of children are at higher risk for depression, such as kids who are under significant stress or those who have a family history of depression or suicide.

Kids who have chronic medical illnesses are twice as likely to have depression. Those with a chronic illness and associated disability are three times more likely to experience depression. Kids with histories of abuse—either physical or sexual—have a much higher risk of depression or other psychiatric problems like post-traumatic stress disorder.

Have rates of teen depression and suicide increased in recent years?
Between the early 1960s and the early 1990s, there's been about a two and a half or three-fold increase in suicide among adolescents and young adults. Assessing the incidence of depression over time is harder, but it appears that rates of depression have also increased.

How do you distinguish depression from typical adolescent angst?
Adolescents, as part of their development, may have times when they're rebellious, agitated, and profoundly upset. But, contrary to popular opinion, most adolescents don't have major problems. They still function as they're supposed to. When their behavior in school, clubs, or sports starts deteriorating, depression may be a factor.

What causes depression?
There are several theories that point to neurotransmitters in the brain that may be involved in depression. The classic theories revolve around neuroepinephrine and seratonin. However, most of the studies have been done on adults, and brain chemistry may be slightly different for children.

How important is therapy?
Very important, particularly when it includes working with the family. Parents are often the linchpin—the essential element in the child's recovery. The child's self-worth and his or her development as an individual are based so much on the parents' attitude and approach. To be honest, therapy that doesn't involve the parents usually doesn't go anywhere.

Have there been any breakthroughs in treating depression?
There's a whole new generation of antidepressants that we call the "seratonin reuptake inhibitors." Studies among adults users of these medications show them to be effective for a wide range of patients. They have fewer side effects and are more easily tolerated by most patients.

Many of these new antidepressants are now being used with adolescents, and some of the results are promising.

But medication is no panacea. The biggest problem with childhood and adolescent depression is recognizing the problem and getting the child into treatment. The biggest breakthroughs occur when you get the child and family in therapy together with everyone working toward the same goal.

What are the warning signals a teen gives when contemplating suicide?
Depression is certainly a warning sign. Another is a change in behavior, particularly when a young person starts giving away prized possessions or withdrawing from the positive things in his or her life. Many times we see suicidal behavior after a loss—possibly of a friend or parent—the child experiences or perceives.

The thing to watch out for is the combination of a depressed mood and impulsiveness, because often times suicidal acts are impulsive, not premeditated. Remember, kids abusing drugs or alcohol are more likely to act impulsively.

How should school employees handle suicide threats?
While there's a natural tendency among all of us to discount suicide threats because it's so painful to acknowledge them, we have to take them seriously.

The first step—always—is to inform and involve the parents. Also you should talk to the school psychologist, who's often more aware of community resources that can help.

If there's even a suspicion that suicide might be imminent, we encourage school employees to bring a child to an emergency room. Then a doctor or mental health professional can assess the situation and begin to help.

How are kids influenced by the suicide of a famous person like rock singer Kurt Cobain?
It does seem that when suicide is presented by the media, there can be some clustering of suicidal behavior soon after that. News about a suicide can affect young people who are vulnerable by giving them additional impetus.

When this happens, it's important for teachers to take the time with students and discuss it. Simply sweeping these events under the rug is always a dangerous idea.

America Online Can Make the Difference Between a Good Teacher—and a Great One.

America Online gives teachers access to the best resources, current publications, and the information you need—when you need it. Discuss the challenges teachers are facing in today's classrooms with educators across America. Share your ideas or pick up new ones. Exchange projects and lesson plans. Keep up to date through interactive, online classes and conferences—without leaving your keyboard.

Unlimited Use of NEA Online

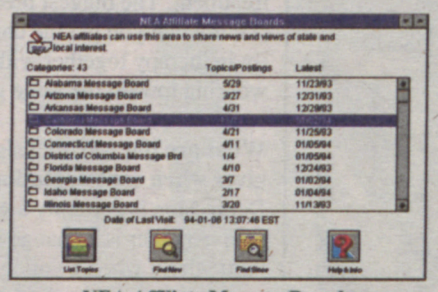
NEA Online—available only on America Online—offers NEA members a place to meet and communicate with colleagues, whether they live down the street *or* across the nation. Best of all, use of the NEA Online area is free to NEA members.*

10 FREE TRIAL HOURS!

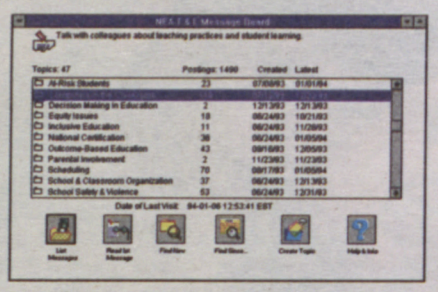
The Possibilities Are Endless

With just a couple of keystrokes you can accomplish so much. All you need is a computer and a modem; we'll send you free software and a free trial membership so you can begin exploring this fascinating world of information.

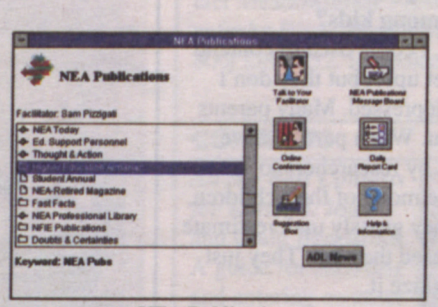
Here's a sampling of what you'll discover—


NEA Affiliate Message Boards
NEA affiliates can use this area to share news and views of state and local interest.
Categories: 43
Topics
Postings
Latest
Alabama Message Board 5/29 11/23/93
Arizona Message Board 3/27 12/31/93
Arkansas Message Board 4/31 12/29/93
Colorado Message Board 4/21 11/25/93
Connecticut Message Board 4/11 01/05/94
District of Columbia Message Brd 1/4 01/05/94
Florida Message Board 4/10 12/24/93
Georgia Message Board 3/7 01/02/94
Idaho Message Board 3/17 01/04/94
Illinois Message Board 3/20 11/13/93
Date of Last Visit: 94-01-06 13:07:46 EST

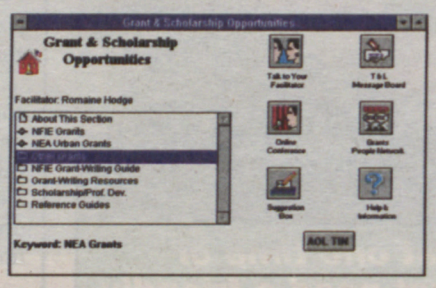
NEA Affiliate Message Boards
Keep current on what's happening in your area; share the news and views of local interest with your colleagues and educators across the nation.


NEA T & L Message Board
Talk with colleagues about teaching practices and student learning.
Topics: 47
Postings: 1490
Created
Latest
At-Risk Students 23 07/05/93 01/01/94
Decision Making in Education 2 12/13/93 12/13/93
Equity Issues 18 09/24/93 10/21/93
Inclusive Education 11 09/24/93 11/28/93
National Certification 38 09/24/93 01/05/94
Outcome-Based Education 43 09/16/93 12/05/93
Parental Involvement 2 11/23/93 11/23/93
Scheduling 70 09/17/93 01/05/94
School & Classroom Organization 37 09/24/93 12/13/93
School Safety & Violence 53 09/24/93 12/31/93
Date of Last Visit: 94-01-06 12:53:41 EST

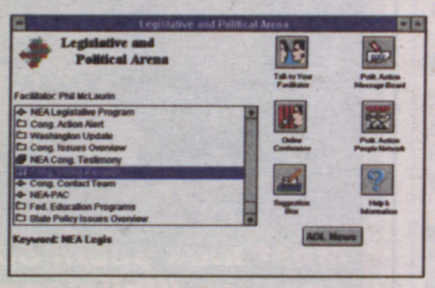
Teaching & Learning Message Board
Exchange experiences and insights about teaching practices and student learning.



NEA Publications
Search for past articles or favorite pieces from NEA publications, send a letter to the editor, and order a book online.



Grant & Scholarship Opportunities
Tap into the resources you need to make a difference in students' lives.

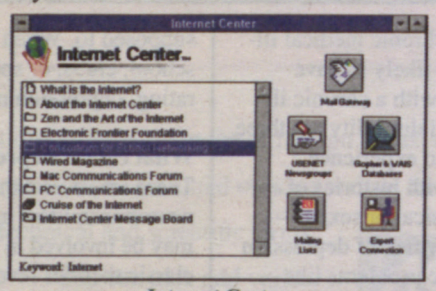


Legislative & Political Arena
Let your voice be heard, stay informed, check the voting records of your elected representatives, and have an impact on the political process and issues that affect you.

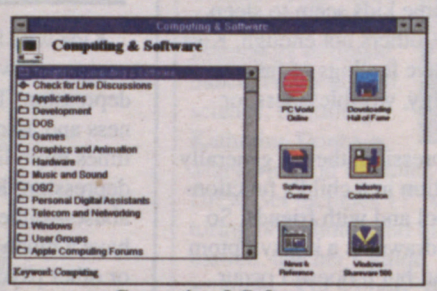
Free Time On America Online

You get ten free hours your first month to explore *all* the resources of America Online. Plus, after your first month, your NEA Online membership includes five free hours on America Online each month. Just point and click with your mouse to access hundreds of services.

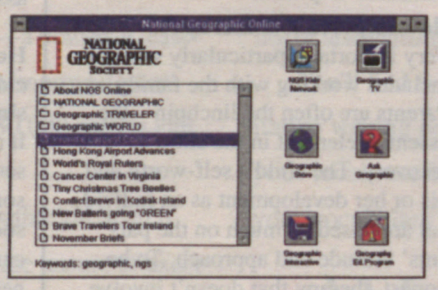
Smithsonian Online
Learn the value of museums and related institutions from the largest museum and research complex in the world. View objects and images, attend online events, and more!



Internet Center
Navigate the Internet with ease. Our new Internet Center puts the vast resources of the Internet right at your fingertips.



Computing & Software
Create your own software library – choose from over 80,000 programs in our software libraries to your disks.



National Geographic Online
Read selections from National Geographic, Traveler, and World magazines. Tap into special areas, including NGS Kids Network, Geographic Interactive, and more.

News & Finance
Stay on top of the latest business news, sports, financial reports, and stock information from top newswires and leading magazines.

Call 1-800-827-6364, Ext. 10352
to order your FREE software and trial membership today!

nea Online
The Communication Network for NEA Members

America Online is available in DOS, Windows and Macintosh platforms.

To use America Online for Windows you must have a 386 PC or higher, 4MB of RAM, a VGA monitor, a mouse, a modem, and a working copy of Windows 3.1. The DOS version of America Online requires a PC/XT or higher, 512K of RAM, a Hercules/EGA monitor or higher, a hard drive, a mouse, and a modem.

Use of America Online requires a major credit card or checking account. Limit one free trial per household.

America Online is a registered service mark of America Online, Inc. Other names are trademarks or service marks of their respective owners.

*For members residing outside the contiguous 48 states, and in certain rural areas, long-distance telephone rates will apply.

AMERICA Online

10352/W

Online

NEA members using technology to improve education

Taking Multimedia To New Heights

Why pretend? Students taking "Multimedia Production" at a Florida high school learn by handling CD-ROM projects for real-world clients.

When the folks at the Orange County historical society needed an interactive teaching tool on the history of the local fire department, they didn't call an ad agency or a video production house.

They got in touch with Gene Bias, a teacher at Orlando's Edgewater High School. In addition to English, Bias teaches an advanced class in multimedia production techniques for 20 students in the school's engineering, science, and technology magnet program.

Using a $12,500 CD-ROM recorder, Bias teaches his students how to package text, photographs, computer animation, and video on a compact disc.

The students—who've already taken two classes in computer animation and graphics—learn by doing, then hand over a professional-quality product to their clients free of charge.

"Kids are capable of doing a whole lot more than people give them credit for," Bias says.

Bias created the class last year as part of his quest to outfit students with skills that will sell in the fast-paced, computer-driven real world.

"Not all of my students can afford or want to go to college," Bias explains. "Some need to work right after high school. We give them the skills they need for entry level work in multimedia.

"I hope they'll further their education through vocational training or college," Bias continues, "but for now, they don't have to start out making minimum wage."

To bring in clients, Bias talks to local businesses and non-profit organizations. Last year, kids worked with the Florida Audubon Society and the Orange County school district, to name a few.

This year, Imagicom—a local company that specializes in multimedia production—commissioned students to pull together a "Pictorial Tour of the Grand Canyon."

Each project starts with a meeting between students and their client. Clients explain exactly what they need; students ask a lot of questions. After the meeting, students discuss ideas, then develop a proposal. Once students and clients agree on the concept, the hard work begins.

Students create storyboards and scripts, do research, and present prototypes. They work on all stages of production, from proposal to presentation, and set their own deadlines for each stage.

Despite the technical expertise kids are learning, it's clear that Bias's class is about a lot more than just manipulating machinery. As part of his course, students learn to accept responsibility, solve tough problems, and work as a team.

As a finale, students learn to combine new-found confidence with new-found skills in high-tech packaging. The result: personal disc-portfolios that showcase student work over time.

For the first time this year, some of Bias's students will compile a portfolio—complete with digitized movies, computer-animation, photographs, and a resume—that will fit neatly in a college admissions officer's hand.

Tom Burton

Orlando teachers Gene Bias and Chris Carey (in black) help students Paulette Singleton and John Mattox design multimedia projects to meet clients' needs.

Brave new world? "The way I figure it, the world is going in this direction," says sophomore James Ross. "If you get a head start here, you're on the road to success."

—Leslie Gross

For more information, contact Gene Bias at this Internet address: biasg@mail.firn.edu.

GETTING STARTED

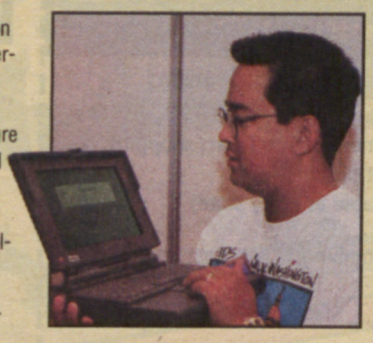
nea Online
The Communication Network for NEA Members

NEA Online, a special service for NEA members, appears on America Online, the nation's fastest growing information network. An $8.95 monthly NEA Online subscription offers unlimited time within NEA Online plus five free hours on America Online, with its easy-to-use Internet access. To subscribe, call 1-800-827-6364 for your free installation kit. Be sure to give the special NEA Online preferred customer number 10148.

Already subscribe to America Online? You can gain access to NEA Online electronically. Just keyword: NEA Public, click the NEA Online button, and follow the subsequent directions.

Note: NEA members outside the contiguous 48 states and some members outside metropolitan areas must make a toll call to access NEA Online.

TIPS FOR USING NEA ONLINE



Kalani Smith
Second grade teacher, Germantown, Maryland
NEA Online is a terrific way to keep Association members informed about everything. During the NEA Representative Assembly in New Orleans, I used my laptop and NEA Online to check my messages, stay in touch with the members back home, call up national news, and report back to members about RA decisions. When we were bargaining last year, we'd finish a bargaining session by 5 p.m. and enter an online bargaining update by 6. Now that's the power of technology.

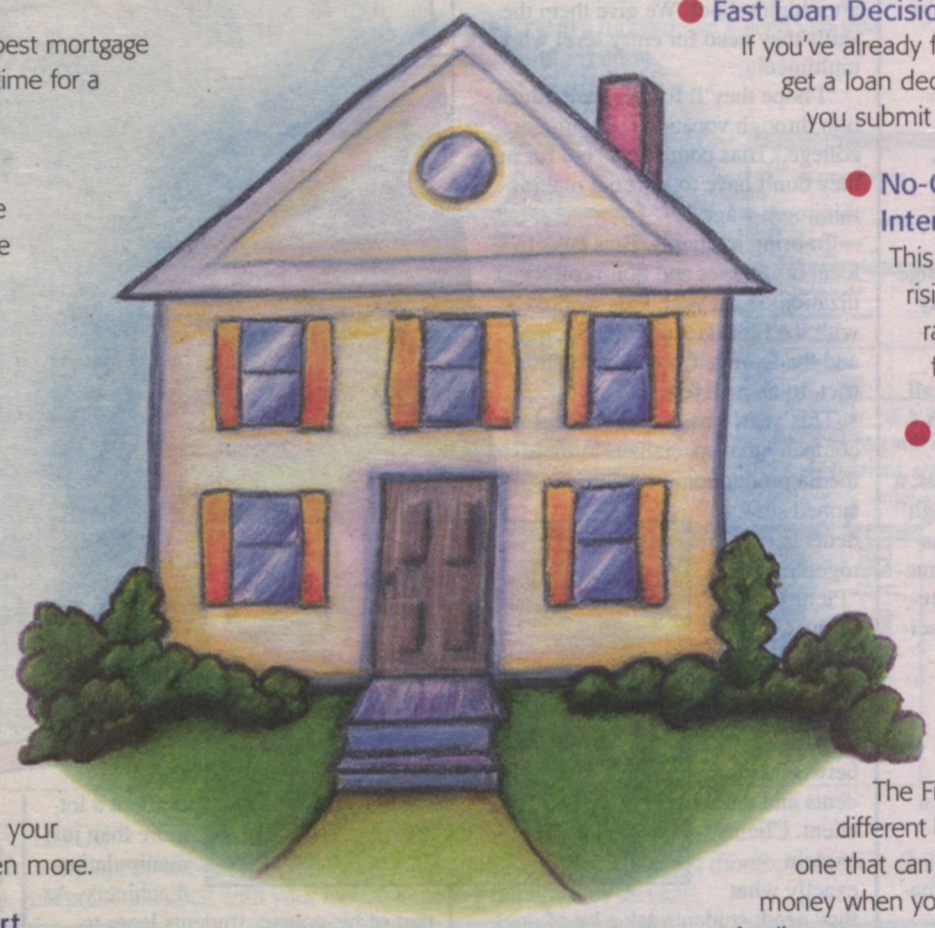
NEW

The NEA Home Financing Program.℠

It Takes The Work Out Of Getting A Mortgage... And Puts Buying Power In Your Hands.

The NEA is proud to present a breakthrough benefit for NEA members. It's the NEA Home Financing Program,℠ provided by Prudential Home Mortgage, a leader in home financing. Whether you want to buy a home, are refinancing the one you own, or are looking for a home equity loan, we believe the NEA Home Financing Program offers the best overall combination of service, benefits and value on the market today. Here are some of the benefits you'll enjoy when buying a home or refinancing a mortgage with the program.

- **Competitive Interest Rates.**
  The program starts with some of the best mortgage interest rates around. You can call anytime for a free quote at 1-800-NEA-4-YOU.
- **Full Refund Of Appraisal Cost.**
  After closing, your appraisal cost will be refunded in full. This represents a value of $360 or more.
- **Loan Commitment* Before You Start House Hunting.**
  Get your mortgage commitment before you start shopping for a home. You'll save time and when you're ready to negotiate with sellers, you'll be in a stronger bargaining position.
- **Low Origination Fee And A Zero-Point Option.**
  Because we know that every dollar you save helps increase your home buying power, the program offers a low origination fee. You can even choose a *zero-point option,* reducing your up-front, out-of-pocket expenses even more.
- **No Charge For Your Credit Report.**
  We'll even pay for your credit report when you apply.



- **Fast Loan Decision.**
  If you've already found the right home, you can get a loan decision in as little as 24 hours after you submit your application.**
- **No-Cost, 60-Day Interest Rate Lock Option.**
  This option gives you protection from rising interest rates by locking in your rate at application or anytime up to five business days before closing.
- **Low Down Payment Option.**
  If you thought you couldn't come up with the down payment, this option can make the difference. With the proper documentation, your down payment can be as low as 5%.***
- **Special First-Time Home Buyer Program.**
  The First Home℠ program offers two different low down payment options, with one that can be as low as 3% of your own money when you have financial help from your family or a community organization.***

Call Today For Information And Advice...Or To Apply.

We know you're busy. So, experienced mortgage counselors are available for extended hours, 8 a.m. to midnight, Eastern time, Monday through Friday. You can call from your home or workplace when it's convenient for you. A counselor will review the wide range of mortgages and home equity loans available, and help determine which one is best for you. There's no obligation, just information. And when you're ready, you can apply right over the phone.

1•800•NEA•4•YOU

(1-800-632-4968)

NEA Home Financing Program℠

Yes, please send me information about this new member benefit. I am:

- ❑ Ready to buy or refinance a home.
- ❑ Thinking about buying a home and want to get a loan commitment before I start shopping.
- ❑ Looking for my first home and interested in low down payment options.
- ❑ Interested in how a home equity loan can help me. (Not available in every state)

Name _____ Social Security Number _____ *(For membership identification only)*

Address _____ City _____ State _____ Zip _____

Optional:

My Telephone ( )_____ The Best Time To Reach Me _____ am _____ pm

Please mail to: NEA Home Financing Program℠
Prudential Home Mortgage
Post Office Box 84
THF 124 12/94 Minneapolis, MN 55440-8712

Or call: 1•800•NEA•4•YOU

nea Member Benefits

All loans are offered and originated by
Prudential Home Mortgage

* Your loan commitment will be subject to the terms and conditions contained in the loan commitment letter for this program. Call a mortgage counselor for details.

** Eligibility requirements for the 24-hour loan decision include: Primary, purchase transactions with a down payment of 20% or more and a signed purchase contract. Condominiums and co-operative properties are not eligible. Also, because your loan decision is not subject to an appraisal, you may want to consult your legal advisor to include an appraisal contingency in your purchase contract. Other conditions may apply. Contact a mortgage representative for details.

*** Eligibility for the low down payment options is limited to primary, purchase transactions and a maximum loan amount of $203,150. Other conditions apply. Contact a mortgage representative for details.

The NEA is not offering or originating any loans in connection with this program. NEA Home Financing Program is a service mark of the NEA Member Benefits Corporation.

© 1994 The Prudential Insurance Company of America. All loans are originated by The Prudential Home Mortgage Company, Inc. The Prudential Home Mortgage Company, Inc., 8000 Maryland Avenue, Clayton, Missouri, is an affiliate of The Prudential Insurance Company of America, doing business as P.H. Mortgage Company, Inc. in Ohio. New York Office: Expressway Executive Center, Inc., Suite 100, 48 South Service Road, Melville, NY 11747; Arizona BK 8408; Florida Licensed Mortgage Lender; Illinois Residential Mortgage Licensee; Licensed Mortgage Banker/New Jersey Department of Banking; Calif. Broker/Lender. All California loans will be made pursuant to a California Department of Corporations Consumer Finance Lender license or Commercial Finance Lender license. First Home is a service mark of The Prudential Insurance Company of America.

Example – 30-year $100,000 mortgage: Fixed, simple interest rate 9%, APR 9.209%, 360 $804.63 monthly payments. Example – 20-year $100,000 mortgage: Fixed, simple interest rate 8.125%, APR 8.377%, 240 payments at $844.24 a month. 15-year $100,000 mortgage: Fixed, simple interest rate 9%, APR 9.317%, 180 $1,014.27 monthly payments. 6-month ARM, initial simple interest rate 5%, APR 7.875% (subject to increase), 6 $536.83 monthly payments, semi-annual adjustments thereafter. 1-year ARM, initial simple interest rate 7%, APR 7.185% (may increase), 12 $665.31 monthly payments, annual adjustments thereafter. 10/1-year ARM, initial simple interest rate 9%, APR 8.932% (may increase), 120 $804.63 monthly payments, annual adjustments thereafter. 7 YEAR ADVANTAGE, simple interest rate 8.5%, APR 8.861%, 83 $768.92 monthly payments; 1 $93,847.22 payment at maturity. 5 YEAR ADVANTAGE, simple interest rate 8.5%, APR 8.962%, 59 $768.92 monthly payments; 1 $96,258.70 payment at maturity.

Information in this ad is accurate as of the date of printing and is subject to change at anytime without notice.
Equal Housing Opportunity.

Innovation

How NEA members are changing the way schools work

Mt. McLoughlin rises above Butte Falls General Store (left), the only store in town. Above: Teacher David Bone and two of his science students.

Students Go for Four

In Butte Falls, Oregon, backwoods doesn't mean backwards when it comes to education. Teachers there adopted two key innovations—block scheduling and a four-day week.

Butte Falls, Oregon, population 410, lies 32 miles southwest of Medford, just north of the California border.

Nestled in the foothills of the Cascade mountains, Butte Falls used to be a major logging center. Now it's down to one store. There are still some loggers, but other residents either work in Medford or are retired.

Still, there are 257 students in Butte Falls, schooled by their 16 teachers in two concrete block buildings on the edge of town.

Two years ago, to improve education and meet the unique needs of their rural district, Butte Falls' teachers proposed two cutting-edge ideas: a four-day week and block scheduling.

The problem was that kids were losing lots of class time.

"About three-quarters of our students participate in sports," says science teacher and Butte Falls Education Association President David Bone. "Just to travel to games, they were spending five and six hours a week away from school."

To back up the four-day week idea, BFEA immediate past President Mary Casey and her colleagues did a little research. They discovered that schools that operate on a four-day week are not uncommon in western and southwestern states.

The idea of four longer days seemed to fit right in with another idea Butte Falls teachers had long considered: block scheduling.

"We felt that longer class time would allow for more in-depth learning," says Bone, "more time for hands-on learning, cooperative learning, and self-directed learning—all ideas we'd wanted to try."

But when it came time to present the ideas to the school board and community, Butte Falls teachers didn't get quite the reception they'd hoped for. Instead, community members voiced fears that students wouldn't have access to as many course offerings and enough instructional time. Voters even tried to recall three school board members who favored the plan.

Teachers sprung into action. "We decided our ideas were worth fighting for," Bone says. They put together a flyer and distributed it to every home in the community. Attitudes began to shift.

"In the end," Bone says, "the board approved a one-year pilot program for the 1993-94 school year—and no member of the board was recalled."

Under the new schedule, kids go to school from 8 to 3:50 instead of 8:30 to 3. Class periods are longer, too (90 minutes instead of 50), but not every class meets every day.

Instead, each day starts with a daily focus period—which can include counseling, club meetings, and special events. Then on Mondays, kids go to periods 1-4; on Tuesdays, periods 5-6 and 1-2; Wednesdays, periods 3-6. On Thursdays, they go to all six classes.

"Now," Bone explains, "my science students have time to go over background information, perform lab experiments, and have a follow-up discussion, all in one session."

Like the students, teachers work longer hours Monday to Thursday—7:50 to 4:40 instead of 8 to 3:30. But they teach four classes a day instead of six. At the end of each day, teachers have a common 50-minute planning time.

Conferences and in-service workshops are held on a few Fridays, but otherwise teachers aren't required to come to school on the fifth day. This past summer, the board made the schedule change permanent.

"We're all working harder," Bone says, "but the results are worth it.

"About the only ones who're unhappy," notes Bone, "are the kids who liked getting a school day off to play basketball."

—Diane Dismuke

Three high schoolers shoot baskets on the elementary school playground.

Photographs by Bob Pennell

People

Proud Heritage Wears Well

"I have such fond memories of my great-grandmother telling Crow fairy tales," says Montana school secretary **Betty Caufield** (inset). "But I admit I don't remember how any of them ended because I always fell asleep."

While the stories' endings may have faded, Caufield is proud and honored to have more concrete reminders of her heritage.

Years ago, her grandmother bequeathed her heirlooms that preserve her American Indian history: Crow and Nez-Perce clothing and artifacts, passed from generation to generation.

One prized item is Caufield's great grandmother's elk-tooth dress (modeled by daughter, Robin, right). The dress is decorated with 1,700 elk teeth—two eye teeth from each elk that "contributed"—sewn onto the navy trade cloth with deer sinew. The teeth took years to accumulate.

There's also Caufield's grandmother's wedding dress with beaded flowers and leaves, a white elk hide robe, an Indian saddle and beaded bridle, and eagle feathers that Caufield has made into a fan.

"My grandmother raised me," says Caufield. "And when I became an adult, she passed these items on to me, one at a time—to see how I'd care for them, no doubt. I'd never disappoint her."

Caufield, in fact, treasures the collection so much that in 1970, when flood waters reached her home, the items were the first things she thought of to take with her in the rescue boat.

Cetrone Studio

Craig Cunningham

From Playbooks to History Books

West Virginia teacher **Helen Curry** knows how to carry the ball—and make history. The learning disabilities teacher recently became the first female football coach in West Virginia.

Curry's motivation was hardly win, win, win. She says she simply wanted to keep Burch Junior High's football program alive—and no one else applied for the job.

"I didn't know a thing about the rules, plays, and formations beforehand," says Curry, "but I've been a fast learner. I don't go anywhere without the playbook in hand, because I know these players rely on me."

Student athletes give Curry high ratings. "She's tough," Bulldog player William Todd Adkins told the local paper. "She runs you. She makes you hit. On a scale of one to 10, she's about an eight."

For her part, Curry is shy about the attention she's getting. "I did this for the kids," she says. "They're an excellent group of boys who care about their team—and their coach."

With two games left in the season, Curry and her Bulldogs are 3-3 and setting their sights on another winning season.

David Crosby

The Curtain Calls

Nancy Whitaker, a 20-year veteran of theater teaching, has been giving center stage to South Carolina kids who normally don't see much limelight.

"Most children from and around Greenville weren't going to the theater or even being exposed to it," explains Whitaker, a teacher at Wade Hampton High School. "I wanted to create performance opportunities for them to enjoy."

Four years ago, Whitaker and her theater students started an arts outreach program that gives 50 to 60 students from the school a chance to perform in an all-day theater festival.

The program attracted an audience of 1,500 in its first year. This year, Whitaker expects more than 15,000 students to see one of 60 or more outreach performances, including street performances and plays for all age groups and tastes.

Whitaker's been taken aback by the astounding success of her program. "I just wanted the kids to understand that they have something special and something creative in each of them," she says.

On the Road Again

A lover of long-distance motorcycle adventures, Wisconsin media specialist **Laura Thompson** rarely stays in one place for long.

For the last 11 years, she's been on a personal quest to ride a motorcycle in every state in the nation. Last summer, while visiting her son in Hawaii, she reached her goal on a rented Honda Nighthawk.

Traveling, being outside, meeting people—it's all part of the allure. "You can sure find out about a community when you get stuck there," she notes. Thompson discovered Alaska when her 750 Kawasaki Vulcan broke down on a deserted stretch of highway. Stuck in Anchorage for seven days, she ended up buying a new bike to get back on the road.

Thompson's travels have been full of thrills—riding the Sante Fe Trail from beginning to end, seeing a bear appear out of nowhere in Colorado, and coloring in the 50th state on the map on the back of her traveling vest.

"When a thunderstorm is approaching and I'm trying to outrun it, there are always questions about why I'm doing this," Thompson says. "But I love it. The experiences have enriched my life and given me new self-confidence. And being on a motorcycle helps me see that there's always more down the road to capture."

Gregory Frazier

Don Stevenson

Cowgirls, Mavericks... And Not Quite Ladies

Ranch women, soldiers' wives, female entrepreneurs in disreputable callings—all led colorful lives and, as Victorians, had the opportunity to do so while wearing spectacular hats and dresses.

Veteran history teacher **Dorothy Anderson** makes the same opportunity for herself. A professional storyteller, Anderson specializes in first-person accounts of the women who came west to Arizona a century ago.

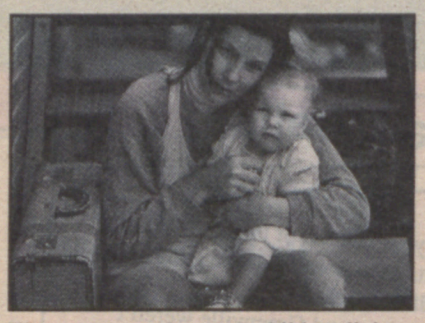
Anderson's students—learning disabled and emotionally disturbed—were the ones who originally showed her the power of storytelling.

"They don't much like traditional history," she says, "but they do like stories about interesting people. Storytelling creates a special kind of communication—emotional and nonverbal—between storyteller and audience.

"I've found that to be true," she adds, "even when the audience included a tattooed, chain-rattling delinquent just released from juvenile hall—who happened to love my story about the discovery of gold."

TRENDS

Poverty Rate Climbs



The poverty rate among children living in the suburbs is up 76 percent over the past two decades, according to a new report by the Tufts University Center on Hunger, Poverty and Nutrition Policy.

"If this trend continues," the report notes, "the number of children in poverty in America's suburbs will surpass child poverty levels in the inner cities by the year 2030."

From 1973 to 1992, the proportion of all American children in poverty increased by 49 percent. In addition to the boost in the suburbs, child poverty in the inner cities was up 56 percent, in rural areas, 36 percent. In raw numbers, nearly 14 million children lived in poverty in 1992, up from about 9.5 million in 1973.

By 2010, the study projects, one in five suburban children and more than one in four inner city and rural children will live in poverty.

To order the "Two Americas: Comparisons of U.S. Child Poverty in Rural, Inner City and Suburban Areas," contact the Center on Hunger, Poverty and Nutrition Policy, 11 Curtis Ave., Medford, MA 02155, 617/627-3956.

Pay-Back Time

Even in these days of trillion dollar deficits, unpaid student loans can add up to big money.

The U.S. Department of Education distributes $15 billion annually in guaranteed loans and some $6 billion in college-tuition grants. But the government also loses nearly $2 billion a year to bad student loans.

In 1991, 400,000 students attending 8,700 institutions defaulted. The rate of default on federal guaranteed loans varies according to the types of postsecondary institutions students attend.

For example, of those who defaulted, more than one in three—nearly 36 percent—attended trade schools. In addition, the default rate at two-year colleges was at least twice as high as the rate at four-year schools.

Science Selected

The good news: more students are taking science. From 1982 to 1992, the percentage of high school graduates who took physics rose from 13 percent to 25 percent; chemistry, up from 32 percent to 56 percent; and biology, up from 78 percent to 93 percent.

A second piece of good news: Fears that courses have been watered down to accommodate less able students or larger class sizes are largely unfounded, according to a new study from the Consortium for Policy Research in Education at Rutgers.

But here's the bad news: The practice of teaching math and science classes has changed little. Researchers blame the lack of lab materials and inadequate in-service training for teachers.

Merit Pay at the Top

Superintendents in some districts are now signing contracts that promise end-of-the-year bonuses for good results and a dock in pay for bad ones.

In Minneapolis, for example, Peter Hutchinson and his organization, Public Strategies Group, are paid only for the objectives they accomplish. Objectives—which last year netted anywhere from $1,000 to $35,000 each over a six-month period—include increasing school safety, developing a new assessment system, and devising a strategy to increase parental involvement.

Inching Inflation

So far this year, inflation is rising at a rate of 2.8 percent as measured by the Consumer Price Index (CPI). That's in keeping with the modest inflation increases of the past few years—2.7 percent in 1993 and 2.9 percent in 1992.

Medical costs are rising at a faster rate than most components of the CPI. Over the past year, the cost of medical care is up 4.7 percent, compared with a 2.5 percent increase in housing costs and a 2.7 percent increase in the cost of food and beverages. The only item that's risen more than health care—gasoline, up 8 percent.

Taking the long view, a look at the CPI shows that goods and services that cost you $100 in 1984 will set you back $149 this year.

DATA BANK

Safety and Statistics

Your chances of being a victim of violent crime vary by age, sex, and race.

➤ **On average**, younger people are assaulted more than older people, men more than women, Blacks more than whites.

➤ **Those at highest risk:** Black male teens, who are nearly 10 times likelier to be victims of violent crime than adult white men.

➤ **Safest of all:** Elderly white women, who ironically are among the most frightened of crime. Their chances of being victims of violent crime are 92 percent less than the national average.

➤ **Victimization rates:** For elderly white women, 1.2 per 1,000; U.S. average, 15.6 per 1,000; Black male teens, 88 per 1,000.

Source: Bureau of Justice statistics

Ten Safest Cities

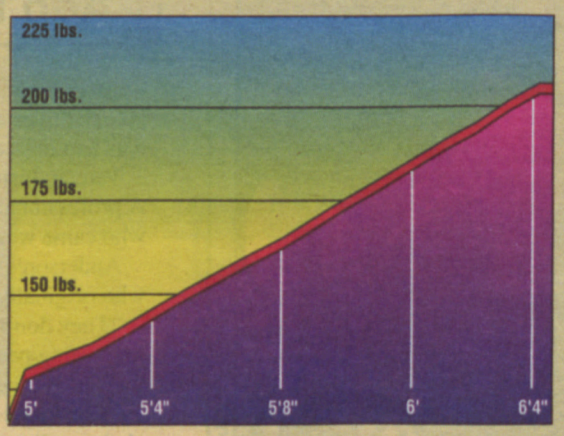
These 10 cities had the lowest violent crime rates of all American cities with populations over 100,000.

Irvine, CA	Virginia Beach, VA
Amherst, NY	Sterling Heights, MI
Livonia, MI	Madison, WI
Simi Valley, CA	Scottsdale, AZ
Sunnyvale, CA	Thousand Oaks, CA

Sources: FBI population data, *Money* magazine

Battle of the Bulge

A panel of obesity experts recently released healthy weight targets for adults. Weights charted here are recommended upper limits. They may require adjustment based on age, gender, and health.



Sources: American Health Foundation and *Statistical Abstract of the United States, 1994*

Newest Neighbors

Immigrants to the United States in 1992 came primarily from these 10 countries.

★ Mexico	213,800
★ Vietnam	77,700
★ Philippines	61,000
★ Dominican Republic	42,000
★ China	38,900
★ India	36,800
★ Korea	26,500
★ El Salvador	26,200
★ Poland	25,500
★ United Kingdom	20,000

Source: *Statistical Abstract of the United States, 1994*

What's Your Major?

The five fastest growing college majors:

	1991	Increase from 1984
Pre-law	8,345	227%
Public affairs	11,178	92%
Home economics	20,905	45%
Protective services	19,913	28%
Liberal arts	139,293	27%

Source: *Statistical Abstract of the United States, 1994*

RESEARCH CLUES

Eye on Exams

Today's test question: How do you handle student complaints about your tests?

By Robert McNergney

Most of the 84 chemistry students taking the chapter test were short on time. So the teacher, who'd made the test for her four classes, provided students extra time after school to finish up.

Still, the average grade was 63, much lower than the typical 77 to 82. Many students were disappointed with their scores. Some were steamed.

The teacher agreed the test was too long, but she also attributed at least part of the students' poor performance to a lack of effort. Those who really knew the material, she contended, completed the test within the allotted time.

Those who had difficulties with the material hadn't asked questions in class or attended tutoring sessions prior to the test. Even with the extra time, these students could not complete the test satisfactorily.

The teacher admitted her error in making the test too long. She viewed the extra time as a privilege, however, not a right.

To correct her mistake, the teacher tried grading on a curve, spending time reteaching the material, and offering a second test. The majority of students, but not all, viewed her actions as accommodating.

Some students offered suggestions for handling such a situation differently should it ever happen again. What do you think of their ideas (in italics) and of the teacher's responses?

➤ *Let people finish the test the next day in class.* The teacher thought this would be unfair to those who had done well.

➤ *Pass out the pages of the test separately. When students finish a page, they go pick up the next one.*

Under this scenario, students wouldn't have the advantage of seeing the questions ahead of time. But the teacher said she couldn't gauge the length of the entire test, so she would be unlikely to know if students could finish individual pages.

➤ *Grade only the work that's finished.* The teacher said she wouldn't know if a student avoided a problem because it was too difficult or because there was insufficient time.

This case study raises serious questions about student assessment. For years, evaluators have argued that it's impossible to judge what students have learned without some type of commercially prepared or teacher-prepared tests. But these tests must themselves meet tests of appropriateness.

When you're preparing tests, ask yourself these four questions:

1. How well are tests linked to teaching? For students to perform well on tests, they must have opportunities to learn the key concepts and content that they'll be expected to know.

2. Do tests look forward as well as back? Tests must support future instructional functions in ways that will facilitate learning and will detect learning difficulties.

3. Do students have a fair chance to demonstrate what they know and can do? Tests must yield an accurate measurement of students' knowledge and abilities. Tests must be constructed and administered in ways that give students a real chance to demonstrate their knowledge and skills.

4. Are tests part of a comprehensive evaluation program that tries to estimate students' capacities to perform in society or merely proxies for such performance?

The teacher in this case viewed the test as only a small part of a more extensive assessment—one over which students could exert considerable influence. That view convinced even the most recalcitrant students of the wisdom of her actions.

Can you make a similar case for your tests?

Robert McNergney is professor of education at the University of Virginia. His e-mail address is rfm@virginia.edu. This column is based on a case titled "Time Is of the Essence," which appears in Reports from the Classroom: Cases for Reflection *written by Sarah H. Huyvaert and published by Allyn and Bacon. $14.25. To order, call 800/278-3525.*

CAN

TALK

REDUCE SCHOOL VIOLENCE?

The second part of MetLife's Survey of Violence in America's Schools suggests that good communication may offer a solution to the mounting problem of violence in and around schools. Statistics show that kids who communicate with parents and teachers are less likely to become victims of school violence.

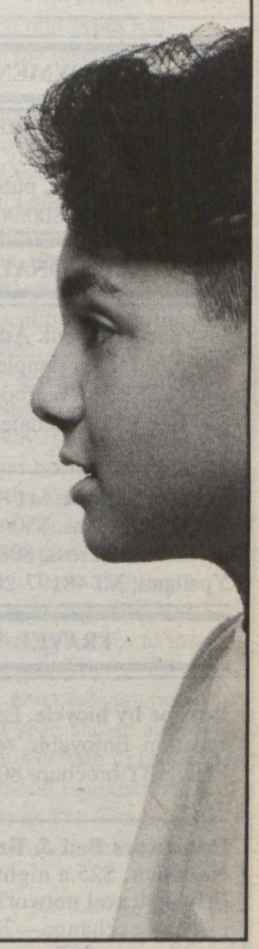
Conversely, the same statistics show that kids who are victims of school violence feel isolated from responsible adults. Of those surveyed, 29% say their parents can't help them; 47% that parents don't understand their problems; 22% that they'll get into trouble if they talk to their parents; 17% that their parents are too busy or simply aren't interested.*

The possibility that improved communication can reduce violence in and around schools is an intriguing one. It's an idea that may provide a foundation of opinion leading toward an overall solution.

The survey on violence in the schools is the latest in a 10-year series of surveys, all commissioned by MetLife and conducted by the polling firm of Louis Harris & Associates, which have explored a wide range of issues in education.

You may obtain a summary of the findings of *Violence in America's Public Schools: The Family Perspective,* without cost, by writing to MetLife Teachers' Survey 1994, PO Box 807, Madison Square Station, NY, NY 10159-0807.

*The MetLife Survey of the American Teacher 1994: Violence in America's Public Schools: The Family Perspective



MetLife

© 1994 Metropolitan Life Insurance Co. NY, NY

BOOK BEAT

Over 2 Million Sold!

The NEA Professional Library helps members face the challenge of education reform.

The NEA Professional Library has become one of the nation's largest producers of professional development materials for educators. On the occasion of its 2 millionth sale, NEA Professional Library manager Timothy Crawford spoke with NEA Today *staff.*

What's the best news here?
Now that we've sold more than 2 million products—books, videos, filmstrips, leaflet masters, and NEA logo items—we feel we've helped a huge number of our members keep up with the changing demands of their jobs.

Our continuing challenge at the Professional Library is to help even more members—by publishing materials on topics that are on the tips of everyone's tongues.

These topics include: time, school-based change, beginning teachers, multicultural education, and cooperative learning.

Do you lend books?
No, that's a common misperception about us. The NEA Professional Library is a service for NEA members financed solely by the sale of books and other professional development materials to the education community.

We solicit authors, design, edit, publish, and sell materials. But we don't make a profit. The proceeds from our sales cover our costs and are quickly plowed into new materials for educators.

Joe Di Dio

Timothy Crawford

Are there particular titles that pushed you over the top?
Yes. Our new Teacher-to-Teacher books have been hot sellers. What makes these books noteworthy is that they're written by teachers—educators who've seen what works and what doesn't and want to tell others what they've learned.

The books—on topics from *Student Portfolios* to *Innovative Discipline*—are extremely practical. They're designed to promote team building, enhance collegial leadership, and combat teacher isolation.

What's coming down the pike?
As we move toward "3 million copies sold here," look for new and exciting titles in the Teacher-to-Teacher series. Some of the subjects for future books are: integrated thematic teaching, diversity and technology in the classroom, multi-age classroms, and the role of support workers in school restructuring.

The NEA Professional Library's Top Ten
NEA Bestsellers

Current Rank		Previous Rank
1	***Children of Promise: Literate Activity in Linguistically and Culturally Diverse Classrooms,*** by Heath and Mangiola. $8.95. (#1844-3-00-FB)	[11]
2	***Countdown to the First Day of School,*** by Schell and Burden. $4.95. A must-have checklist for new elementary teachers. (#2150-9-00-FB)	[5]
3	***Student Portfolios,*** NEA Teacher-to-Teacher Books. $9.95. Insights into using portfolios to assess and enhance student learning. (#2901-1-00-FB)	[1]
4	***Toward Inclusive Classrooms,*** NEA Teacher-to-Teacher Books. $9.95. Students with special needs *can* learn with their peers. (#2903-8-00-FB)	[3]
5	***Flirting or Hurting? A Teacher's Guide on Student-to-Student Sexual Harassment in Schools,*** by Stein and Sjostrom. $15.95 for members. (#1864-8-00-FB)	
6	***Innovative Discipline,*** NEA Teacher-to-Teacher Books. $9.95. New discipline strategies that teachers say really work. (#2904-6-00-FB)	[6]
7	***Teaching Writing in the Content Areas: Middle School/Junior High,*** by Tchudi and Huerta. $8.95. (#0777-8-00-FB)	
8	***At-Risk, Low-Achieving Students in the Classroom,*** by Lehr and Harris. $9.95. More than 100 practical ideas for improvement. (#3338-8-00-FB)	[10]
9	***Student Team Learning: A Practical Guide to Cooperative Learning. Third Edition,*** by Slavin. $18.95. (#1845-1-00-FB)	
10	***Team Organization: Promise—Practices and Possibilities,*** by Erb and Doda. $12.95. A step-by-step guide for middle schools. (#3075-3-00-FB)	

The numbers in brackets indicate last month's rank, if any. All the resources listed above are published by and available from the NEA Professional Library, a service for NEA members financed solely by the sale of books and other professional development materials to the education community. To order any book listed here or for more information, call 800/229-4200.

EDUCATION MARKETPLACE

EMPLOYMENT

Teaching Opportunities: Most comprehensive, timely catalog of all tchg. & adm. pub. sch. jobs. More info. 800/969-4001.

INSTRUCTIONAL AIDS

New for Yearbook Advisors. 50+ pgs. forms, samples, more. Send $27.95 to Yearbook Manual, Box 984, Veradale, WA 99037.

Superior Poster Art African Kings & Queens. $50/set of 8. SASE S. Dalcross, 808 Cornell, Ypsilanti, MI 48197-2056.

TRAVEL

Europe by bicycle. Easy paced vacation. Enjoyable, relaxing. Free HBT brochure 800/852-3258.

Educators Bed & Breakfast Network. $25 a night for two. Private travel network+housesitting exchange—2200 members in 30 countries. Box 5279, Eugene, OR 97405, 800/377-3480.

Costa Rica-Himalayas-Amazon-Galapagos-Africa. Small groups, 35 countries. Tchr. discounts, credit optns. JOURNEYS 800/255-8735.

SOFTWARE

THE SOFTWARE PLACE Plus
Discounted Educational Software
Consumer, Academic, and School Editions are available
Orders only: 1-800-950-8565 8:30-5:30 CST VISA MC AMEX
TSPP Technology Card (same as 90 days cash) available
Catalog available by writing: P.O. Box 26688
Austin, Texas 78755
Owned and Operated by NEA members since 1982

VIDEOS

Attention Teachers/Parents. This powerful video should be seen by every U.S. teen; promising teenager becomes alcoholic, homeless adult. 33 min. video. We're trying to drastically reduce drug/alcohol consumption among teens, and we need your help. Please order your video today. Send $18.95 ck/MO to: "Out of the Ashes", PO Box 4773, Gettysburg, PA 17325. Thank you

CONTINUING EDUCATION

Earn Continuing Education Units through the pages of *Technology & Learning* magazine. Course offerings—"Tapping the Power of Today's Technology" and "What Every Teacher Needs to Know About Technology"
Call today!
1•800•523•4625

SUBSCRIPTIONS

Join thousands of educators world-wide. Read *The Christian Science Monitor.* You'll be better informed, educated and prepared. 3 months for only $29.97. Call 800/346-9966.

You're guaranteed savings, service, and quality with the NEA Magazine Service. Save up to 80% on your favorite magazines! And, we have more than 350 to choose from! Call 800/YOUR-MAG today.

INSURANCE

NEA DUES-TAB.™ Up to $50,000 insurance coverage—no cost, no strings, no kidding! All eligible Active, Reserve, Staff, and Life members are automatically covered by NEA DUES-TAB™ Life Insurance. (Life members must be actively employed in the field of education.) So, register your beneficiary today! Just call NEA Member Benefits, toll free, at 800/637-4636.

Up to $25,000 of Free Life Insurance for the first six months with NEA Level Premium Term Life Insurance. No medical exam required, call NEA Member Benefits at 1-800-637-4636.

To place an Education Marketplace advertisement...Just send in your notice, with appropriate payment, to Education Marketplace at the address below. Rates: Educational Products/Services and Academic Employment Opportunities Categories: $115 per line; 3 line minimum. Display ads—$895 per column inch, 5-inch maximum. Consumer Products/Services, Summer Employment, and Business Opportunities Categories: $130 per line; 3 line minimum. Display ads—$1155 per column inch, 5-inch maximum. Deduct 10% if you're an NEA member. Please count 30 characters per line (including spaces and punctuation). Contact NEA TODAY Education Marketplace, 1201 16th St., N.W. Washington, DC 20036; 202/822-7207.

LEGAL TIMES

For 151 years, The Citadel, a state-supported military college, has denied women the right to attend. Can Shannon Faulkner put an end to that "tradition"?

For more than a year now, she's endured the insults and the intimidation. She's been called a lesbian and "Shrew Shannon." The college newspaper dubbed her "Mrs. Doubtgender."

They've egged her car and spray-painted her parents' home. She was even forced to move in with her attorney's family after receiving a death threat.

Her crime? Trying to attend The Citadel, a state-supported military college that—for the last 151 years—has barred women.

But Shannon Faulkner has persevered through it all, in large part because of the lessons she learned from her mother, NEA member Sandra Faulkner.

"We taught Shannon true family values," Faulkner told *NEA Today*. "Stand up for what you strongly believe in."

Shannon strongly believes in equality for women. "I don't think it's fair that taxpayers pay for a school that women can't go to," she says simply.

The Citadel and Virginia Military Institute (VMI) are the only two publicly funded military colleges in the country that still refuse to admit women.

But that may soon change. Both institutions have been sued in federal court for violating the Equal Protection Clause of the U.S. Constitution.

Forty years ago, the Supreme Court said in *Brown v. Board of Education* that states cannot maintain "separate but equal" schools for black and white students. The question now is whether that same principle bars single-sex institutions of higher education that are supported by public money.

The Citadel and VMI offer a unique educational experience. Both schools emphasize strict rules and discipline and a rigorous, military-style regimen that includes exhaustive physical exercise, spartan living quarters, and hazing by upperclassmen.

Faulkner, an honors student from Powdersville, South Carolina, read about The Citadel in Pat Conroy's novel *The Lords of Discipline*. When her high school teacher told her she couldn't attend because of her gender, she decided to apply anyway.

On her application, Faulkner omitted all references to her gender. In January 1993, the school accepted her, then notified her a month later that she wouldn't be admitted because of her sex.

In March 1993, Faulkner sued The Citadel, along with the state of South Carolina. The U.S. Justice Department entered the case on her behalf three months later.

The state defendants argued that maintaining a single-sex college promotes "diversity" in educational opportunity.

Associated Press

They argued that not all students want to attend coeducational institutions, and that there are documented educational benefits to single-sex institutions.

What's more, they claimed, admitting women to The Citadel would destroy the very program Faulkner wanted to experience.

In August 1993, a federal district court in South Carolina issued a preliminary injunction requiring The Citadel to admit Faulkner pending a trial. While she would be permitted to attend classes, Faulkner would not be allowed to live on campus, wear a uniform, or take part in other Corps of Cadets activities.

The Fourth Circuit Court of Appeals affirmed, and on January 20, 1994—her 19th birthday—Faulkner began attending classes.

This past summer, after the full trial, the court ruled that The Citadel had violated Faulkner's right to equal protection of the laws.

Relying on an earlier Fourth Circuit decision in the VMI case, the court held that states lawfully could maintain single-sex colleges, so long as equal opportunities are available for both sexes. Here, however, South Carolina failed to offer Faulkner any comparable educational opportunity.

In these circumstances, the only appropriate remedy was for The Citadel to admit Faulkner as a full-fledged member of the Corps of Cadets, the court concluded.

But the case isn't over yet. The defendants appealed to the Fourth Circuit and obtained a stay of the lower court's August order. That means that Faulkner will continue to be just a "day student"—not a member of the Corps of Cadets—until the appellate court renders its decision.

The VMI case has been percolating in the court system for more than four years. In a troublesome 1992 decision, the Fourth Circuit seemed to sanction "separate but equal" schools for men and women.

The court said VMI had three choices: admit women, turn down any state funding, or explore the possibility of creating "parallel institutions or parallel programs" to provide an educational environment for women similar to that for men at VMI.

Not surprisingly, in 1994, Virginia proposed to maintain VMI as all-male and establish a "parallel program" for women at Mary Baldwin College, a private women's college in Virginia.

Called the Virginia Women's Institute for Leadership (VWIL), the program will differ substantially from the VMI experience in that VWIL will utilize a "cooperative method" of learning, rather than the "adversative methods" used at VMI.

This difference is justified, Virginia said, because "most women reaching college generally have less confidence than men" and would more likely succeed in a program that uses "a cooperative method [of learning] which reinforces self-esteem rather than the leveling process used by VMI."

In a decision announced last April, the district court approved Virginia's plan and held that VMI did not have to admit women. Citing the Fourth Circuit's earlier opinion, the court said that states are free to establish tax-supported, male-only institutions of higher education, so long as comparable educational opportunities are offered to women.

In other words, "separate but equal" schools are unconstitutional if based on race, but they're okay if based on gender.

The VMI case has been appealed and is now pending in the Fourth Circuit.

The NEA Representative Assembly this summer voted to have NEA sign onto friend-of-the-court briefs in both cases supporting the challenges to the single-sex institutions.

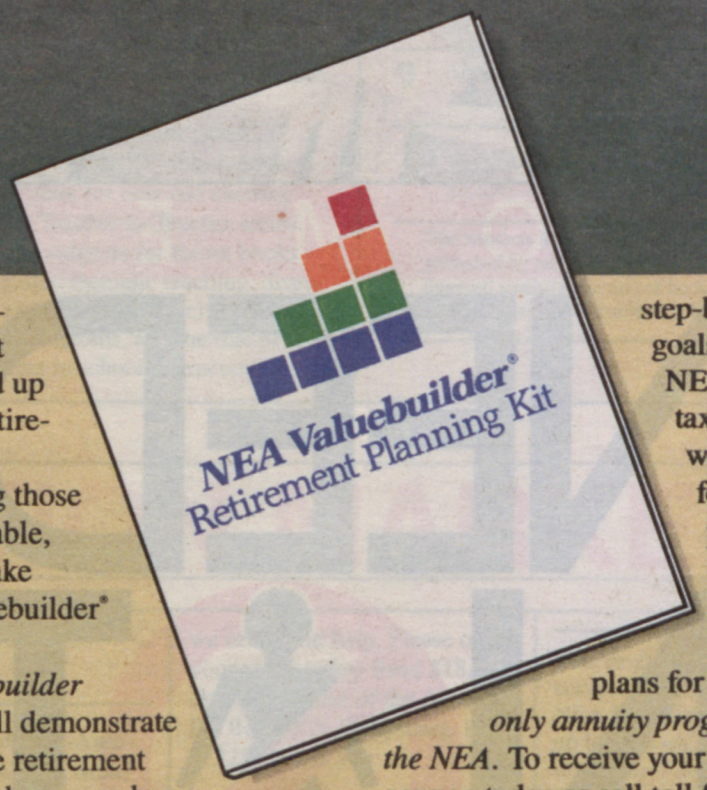
Decisions in the two cases are not expected until next year, and an appeal to the Supreme Court is certain to follow.

Meanwhile, Shannon Faulkner can continue her studies at The Citadel. She says she plans to become a teacher, just like her mother.

—Michael D. Simpson
NEA Office of General Counsel

"At retirement, everyone will need about 70% of the income they averaged during their last five working years."

BARRON'S JULY 12, 1993



The sad fact is, according to *Barron's*, most Americans will wind up with *less than half* of the retirement income they'll need!

But you could be among those who could enjoy a comfortable, secure retirement—if you take advantage of the NEA Valuebuilder® Annuity Program now.

Your FREE *NEA Valuebuilder Retirement Planning Kit* will demonstrate how easy it is to plan for the retirement income you'll need. It will show you: how to pinpoint your retirement goals...how to invest step-by-step based on those goals...and how to get started.

NEA Valuebuilder is a special tax-deferred annuity program we developed exclusively for NEA members in partnership with Nationwide Life Insurance Company—one of the nation's leaders in supplemental retirement plans for public employees. It is *the only annuity program nationally sponsored by the NEA*. To receive your free Planning Kit, mail the coupon today or call toll free, **1-800-637-4636**. There is no obligation.

Find out how to plan for *all* the money you'll need. Write or call for your FREE *NEA Valuebuilder® Retirement Planning Kit*.

For your *free* NEA Valuebuilder Retirement Planning Kit, just mail this coupon or call **1-800-637-4636**.

MAIL TO: NEA Member Benefits
P.O. Box 576
Oakland, MD 21550-9972

Name _____

Address _____

City _____ State _____ Zip _____

Is this a new address? ☐ Yes ☐ No

Social Security No. _____

Name of School Building/District _____

TVBI24

CALL NOW:
1-800-637-4636
(Monday-Friday 8 a.m. to 8 p.m.; Saturday 9 a.m. to 1 p.m. EST)

nea Member Benefits

NEA Valuebuilder® Annuity

NATIONWIDE INSURANCE
Nationwide is on your side

For more complete information about the NEA Valuebuilder Annuity, including charges and expenses, you may obtain a prospectus from NEA Member Benefits, P.O. Box 576, Oakland, MD 21550-9972. Please read the prospectus carefully before you invest or send money. The general distributor for the NEA Valuebuilder Annuity is Nationwide Financial Services, Inc., Columbus, Ohio. Nationwide Financial Services and Nationwide Life are both subsidiaries of Nationwide Corporation, a financial services holding company.

The Internal Revenue Code prohibits certain distributions attributable to salary reduction contributions before an individual reaches age 59½, separates from service, dies, or becomes disabled or experiences a hardship as defined by the Code.

Nationwide® is a federal service mark of Nationwide Mutual Insurance Company.

NEA Valuebuilder is a federal service mark of the National Education Association.

Not available in Hawaii.

LOOKING AHEAD TO RETIREMENT

DON'T LET THE GREEN GRASS FOOL YOU

If your employer wants to pay you to retire early, do not run to the nearest exit. Stop, sit down, and figure out if you can really afford to quit.

Americans have traditionally retired at age 65. The few who retired earlier were either smart enough to plan ahead or unlucky enough to get fired.

But over the past decade, early retirement has become a reality for more and more Americans. The average retirement age in the United States has dropped to 62, and according to the Senate Committee on Aging, nearly two-thirds of all workers now file for Social Security benefits before age 65.

One reason is the proliferation of early retirement incentive programs (ERIPs).

Such programs became popular in the private sector in the 1980s, when corporations began downsizing and looking for ways to cut costs while avoiding layoffs. In recent years, ERIPs have been used with increasing frequency in the public sector.

ERIPs are usually one-time offers that an employee must take advantage of within a certain time frame or "window." The window may be as long as several months or as short as a few weeks.

Incentives often include enhanced pension benefits, retiree health insurance, lump sum cash payments, and "bridges" to Social Security, in which the employer fills the gap between the time paychecks stop and Social Security begins.

Teachers and other public school employees are increasingly the targets of ERIPs. Within the last five years, ERIPs were offered to NEA members in 17 states, according to a recent NEA Research survey that drew responses from 44 state affiliates.

Most of the ERIPs were statewide; local school districts could opt to participate. In many states, school districts offered their own incentive programs.

"Almost every state and school district is looking for some way to reduce the cost of education," says NEA-Retired President Marian Conrad. "One way to do that is to offer early retirement to those teachers who cost the most. Then two or three younger teachers can be hired for the price of one."

Conrad retired early—at age 60—by taking advantage of an ERIP offered by the Washoe County (Nevada) School District.

Deciding whether to accept or decline an early retirement offer can be difficult, especially if the incentives are appealing and you're under pressure to decide quickly. But there are several questions you should answer before passing through the early retirement window:

➤ *Is early retirement for you?* "Retirement is such a personal matter," says NEA-R member Gerry Patt, who retired in her mid-50s and conducts pre-retirement seminars for Michigan school personnel with her husband, NEA-R member Jim Patt. "It can't be what someone else thinks is best for you. If it doesn't feel right, don't retire."

"Often," she continues, "my husband and I talk to people who have very little to do outside work, and won't have anything to do during retirement. I think they're better off working."

➤ *Do the incentives offered meet your needs and goals?* If you've been offered a lump sum payment, for example, and you want to start your own business or take some time off and return to work part-time, the offer may be one you can't refuse.

Given the rise in health care costs, an offer to extend your medical coverage until age 65 (when Medicare begins) or for life may be too good to pass up.

➤ *Can you afford to quit working?* "Some people jump into early retirement without adequate planning," Jim Patt says. "Then it becomes a financial burden and they're in big trouble."

To make ends meet, your post-retirement income should be about 80 percent of your pre-retirement income, since taxes and expenses will drop. And, be sure to account for inflation.

To estimate your retirement income, determine how much you can expect from your pension and Social Security. Your state or local Association can help you get an individual benefits statement that tells you what your monthly pension benefit would be if you retired early.

To obtain an estimate of your monthly Social Security benefits, call the Social Security Administration (SSA) at 800/SSA-1213.

Under SSA rules, your benefits will be reduced five-ninths of 1 percent for each month you retire prior to age 65. If you retire at 62 (the earliest age at which you can receive Social Security benefits), your monthly benefit check would be about 20 percent less than what you would receive at age 65. Once you accept the reduced rate, it remains fixed (except for cost-of-living increases) unless you return to work.

If you plan to work during retirement, find out how your earnings will affect your Social Security benefits. In 1994, persons age 62-64 could earn up to $8,040 without losing any benefits. Those who exceeded the limit lost $1 of benefits for every $2 earned.

Individuals age 65-69 could earn up to $11,060 without incurring a penalty. After that, $1 was withheld for every $3 earned. (There's no ceiling for those age 70 or older.)

➤ *How will you handle your medical bills?* If you're lucky, your employer will continue your current medical coverage.

If you're not offered continued coverage, try to obtain insurance that will cover you until you turn 65 and qualify for Medicare.

One way to do that is to take advantage of the federal COBRA law, which allows you to buy coverage through your employer's group policy for as long as two years at group rates. Then, before your COBRA coverage runs out, look for other affordable coverage.

The annual cost for a comprehensive medical policy at age 55 ranges from $1,800 to $6,000. You can reduce the premium by opting for a high out-of-pocket deductible.

Another option, if your spouse is still working, is to go on his or her policy. If you need supplemental coverage, consider NEA MemberCare Supplemental Health Plans (see box).

➤ *Are you acting under duress?* Don't. The federal Age Discrimination in Employment Act (ADEA) protects workers age 40 and older from age discrimination in all aspects of employment. Under the ADEA, an employer can't use your age as a reason for firing, retiring, or not promoting you, and there is no mandatory retirement age for most jobs.

Employers can, however, legally encourage older workers to retire by offering early retirement incentive programs. Under the Older Workers Benefit Protection Act (OWBPA), employee participation in ERIPs must be voluntary.

If you're presented with an offer that hinges on signing a waiver or an agreement not to sue under age-discrimination laws, you must be given at least 45 days to consider the offer and seven days after you sign it to change your mind.

Two for Retirement

NEA Member Benefits offers NEA MemberCare Supplemental Health Plans. The program includes an in-hospital plan and an excess Major Medical plan. Member Benefits hopes to reissue a Medicare supplement plan in 1995. Call NEA Member Benefits at 800/637-4636.

And, for liftime dues of just $100, you can join NEA-Retired and get many benefits, including a semi-monthly magazine, *NEA Retired.* Contact NEA-Retired at 202/822-7136.

IDEA EXCHANGE

March Madness

To generate a lot of enthusiasm about home economics, plan now for a March Madness Baking Tournament.

My home economics students divide themselves into baking teams of two to four, select a team name, and prepare a variety of breads, cakes, cookies, muffins, and pies according to set recipes.

The competition is divided into five rounds, held at the same time as the NCAA basketball championship playoff games.

In the early rounds, because there are so many entries, judging is based on appearance only. After that, taste counts. A different team of four teachers judges each round of the cook-off.

The original 32 teams are first reduced to the Sweet Sixteen, then to the Elite Eight, then to the Final Four. A championship match determines the winning team. Last year, the Broilers beat the Pyromaniacs.

Carol Rebain
Ramsey High School
Ramsey, New Jersey

Card Catalog Plus

As school librarian, I get one question over and over: "How can I find a book that's right for me?"

In response, I suggested a way for fifth and sixth graders to contribute to the answer. They could set up a data base for fiction books in our library that would help them locate the most popular book, a "super good" book, a mystery, a humorous novel—just about anything.

The students went for the idea—and now each of them reviews one book a week, then enters the following information into the computer: title, author, type of story, number of pages, grade level, short summary, personal recommendation, their name, and the date.

Our data base has more than 100 entries and is growing. Students can access the information on any one of three Apple computers in the library—and they do. As a bonus, it's a terrific reading incentive.

Deborah B. Salewski
Hebron Elementary School
Hebron, Connecticut

Pollution Busters

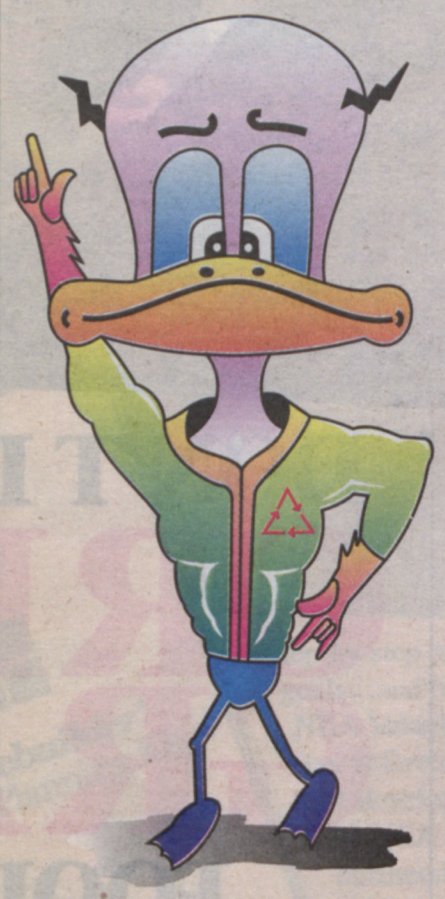
My students learn about the environment by helping others learn.

Last year, for example, I divided the class into research and development teams and asked each to create a booklet that would help elementary students learn to recycle.

The class then chose the best two products, mass produced them, and distributed them to elementary schools in our district.

In one winner, students created the cartoon character Enviro-Duck—"a mild mannered mallard" dedicated to fighting pollution. The booklet's 10 pages include a drawing of Enviro-Duck to color, a maze leading to a recycling bin, and 10 sets of letters that, when unscrambled, become words related to the environment.

Gary W. Horton
Grayson County High School
Independence, Virginia



Pears from Cans

The students at my school—fifth through eighth graders—are involved in a unique recycling project that keeps cans out of landfills and generates money to improve the environment.

The students collect used juice and soda cans from vending machines on campus (kids can only buy soda after school hours), crush them, and turn them in to me. I transport them to a recycling center a couple of times a week, and hold the money I collect for them in an account.

Last year, we spent $400 from that account to buy 18 Bradford pear trees, each six feet tall. Now the trees line the driveway leading up to the school entrance. The trees produce oxygen, keep pollutants out of the air, and provide a lovely setting.

Wayne Sanders
Manchester Middle School
Akron, Ohio

Send Your Ideas

Have any tips for this column? Pass them along in one of five ways:

- By mail to Idea Exchange, *NEA Today*, 1201 16th St., N.W. Washington DC 20036.
- By phone, 202/822-7201.
- By FAX, 202/822-7206.
- By NEA Online, keyword *NEA Today*.
- By e-mail. Write *NEA Today*, @AOL.COM.

Whatever method you choose, please include the name of your local Association and your home and school phone numbers.

If you'd like to save money on a Crème de la Crème Vacation™ next year, don't wait till next year.

Our Crème de la Crème Vacations ™ cost $1000 to $2000 per person less than comparable luxury vacations. Yet the quality of our European vacations is unsurpassed—at any price. That's why over 80% of the tours we operated this year were sold out—well in advance. And why we had to turn away a lot of people who were late in booking. Don't let this happen to you in 1995. Take a minute to fill in the information requested below and mail it to us. Or phone it to us. We'll make sure that when our 1995 brochure comes off the press early next year you'll be among the very first to get a copy. If you spend a minute, right now, you could spend thousands of dollars less, next year—on the best vacations money can buy.

Name _____
Address _____ Phone (____) _____
City _____ State _____ Zip _____ NEA4

DISTRAV™
Distinguished Travel at Disarming Prices.
370 Lexington Avenue, NY, NY 10017 • Tel: (212) 697-1133 • Outside NY State, call toll free (800) 334-7872.

The First-Year Teacher: Teaching with Confidence
Karen A. Bosch and Katharine C. Kersey

NEW!

Use this book! We guarantee you'll be glad you did (or your money back!). The authors use surveys, interviews, observations, journals, and testing to identify problems, needs, concerns, and common emotions encountered by your elementary and middle school colleagues in their first classroom experiences. You'll get practical, knowledgeable help in areas such as:

- Making important decisions before school starts
- Preparing for the first day of school
- Optimizing the operation and management of your classroom
- Developing strategies for working with parents
- Achieving positive results with pre-tested activities

The First-Year Teacher will help you "hit the ground running!" 200pp. 1994. (1862-1-10-D) Regular price, $18.95

Special Introductory Price: $14.95

To order, call Toll Free 1-800-229-4200 or write
NEA PROFESSIONAL LIBRARY
P.O. Box 509 • West Haven, CT 06516

INTERNATIONAL

RIGHTS WATCH

Senate Leaves Work Undone

The U.S. Senate left Washington for the pre-election recess with a UN Convention on women's rights still sitting on the table.

The UN Convention on the Elimination of All Forms of Discrimination Against Women, signed in 1980 by President Carter, languished until this year. President Clinton advanced the Convention ratification package to the Senate with a recommendation that the treaty be ratified. The Senate Foreign Relations Committee passed it on to the full Senate in September, with Senators Helms, Kassenbaum, Gregg, and Coverdell opposed. But the process has stalled there.

It should be deemed a national embarrassment, noted witnesses who testified before the Senate, that the United States has yet to join the 136 nations that have already ratified the Convention.

In her testimony, State Department attorney Jamison Borek noted that the Convention extends rights to women in education, political activity, property ownership, access to health care, financial credit, and employment opportunities.

"U.S. ratification of this important human rights instrument would permit us to work with other nations to help eliminate discrimination against women," she said.

The Senate returned to Washington in November but considered only the General Agreement on Tariffs and Trade. So the UN Convention awaits the next session of Congress. A two-thirds vote by the Senate is required for ratification.

NEA will continue to work toward the ratification of the Convention when Congress resumes in January and will be asking members to contact their senators.

A Massacre—and a Lesson About Life

This high school teacher and his students are working hard to save "one of the few cultures left that holds secrets to our past."

Two years ago, Brazilian gold miners swept through the rainforest in Venezuela, massacring 17 sleeping Yanomami Indians. In faraway Belchertown, Massachusetts, high school teacher Shaun Bresnahan was captivated by the brief newspaper item reporting the tragedy.

Outraged by the senseless carnage, Bresnahan felt he had to take action.

"There may be bigger issues," says Bresnahan, "but I don't want to sit down one day and read about the last living Yanomami."

For advice, Bresnahan, a social studies teacher, went straight to Dr. Napoleon Chagnon, the nation's top academic authority on the Yanomami tribe.

Bresnahan reached the scholar at the University of California, Santa Barbara, and asked a simple question: What was Chagnon going to do about the massacre? If funding could be raised, Chagnon replied, he would go to South America and personally investigate.

That was all Bresnahan needed to know. He brought all the information he had to Belchertown High's Rainforest Action Committee, a student group he helped create several years earlier. Within a week, the committee sent $700 to Chagnon to help finance the fact-finding trip.

The students didn't stop there. They enlisted Belchertown High's student council and other student councils around the state to help raise dollars for their new organization, Yanomami Emergency Services—YES. In short order, hundreds of students across Massachusetts swung into action.

So far, YES has raised $2,200. Their goal: $3,800 for construction of a field medical station in the rainforest.

"You're either part of the problem or part of the solution," says Bresnahan. "What kids don't like, they will change."

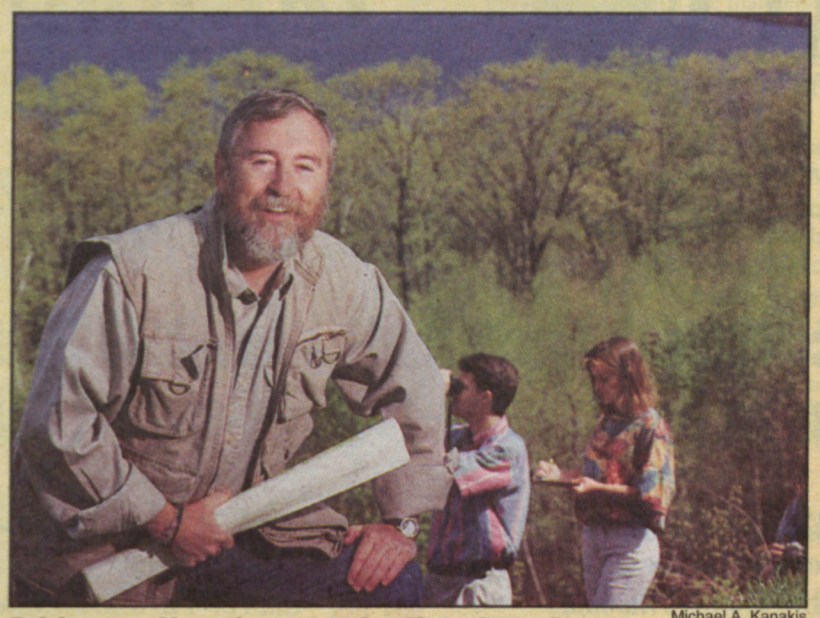
Bresnahan has been keeping students abreast of worldwide social issues for 25 years. In his anthropology class, he's focused particularly on the peoples of the rainforest. Even before the massacre, Bresnahan had prepared case studies on the Yanomami tribe as teaching tools for his "Endangered People" class.

"The Yanomami number about 24,000, and they're scattered throughout the Venezuelan and Brazilian rainforest," says Bresnahan.

As remote as people like the Yanomami are, Bresnahan stresses to his students, they are our global neighbors—with tangible ties to our daily lives. "We depend upon the keepers of the rainforest," says Bresnahan. "We depend upon them for everything from chewing gum to Coca-Cola."

One of Bresnahan's students, ninth grader Maureen Barry, has won local, state, and regional 4-H awards for a project on the Yanomami.

"The Yanomami is one of the few cultures left that holds secrets to our past," the ninth grader wrote in her report. "One Yanomami might be able to identity 2,000 plants or animals in the rainforest. . . . Losing them would be like burning the Library of Congress."



Belchertown, Massachusetts teacher Shaun Bresnahan. Michael A. Kanakis

Bresnahan himself has been recognized for his work on behalf of the Yanomami. He received state and national honors as social studies teacher of the year. For demonstrating environmental commitment through education, Bresnahan has also received honorable mention for the Earth Teacher Award sponsored by *Time* and Amway.

Ultimately, Bresnahan hopes to make the public more aware of the genocide and ethnocide of our world's indigenous people. "Change requires awareness," says the Massachusetts NEA member. "But it's possible, and it's happening."

—Cara Elmore
—Leslie Gross

Donations may be sent to Yanomami Emergency Services, c/o Shaun Bresnahan or Christine Parzych, Belchertown High School, 62 North Washington St., Belchertown, MA 01007.

ON THE INTERNATIONAL SCENE

Education Employees Unite Worldwide

On January 26, 1993, the movable wall in Stockholm's Folkets Hus Conference Center opened, dramatically symbolizing the merger of the two international teacher organizations assembled within.

With that, Education International (EI), the world's largest union of education employee organizations, was born.

Since that Constituent Assembly, which brought together representatives of the World Confederation of Organizations of the Teaching Profession (WCOTP) and the International Federation of Free Teachers' Unions (IFFTU), EI has grown to include over 250 national unions in more than 135 countries, with some 20 million members. Headquartered in Brussels, Belgium, the Executive Board includes EI President (and former NEA President) Mary Hatwood Futrell and current NEA President Keith Geiger.

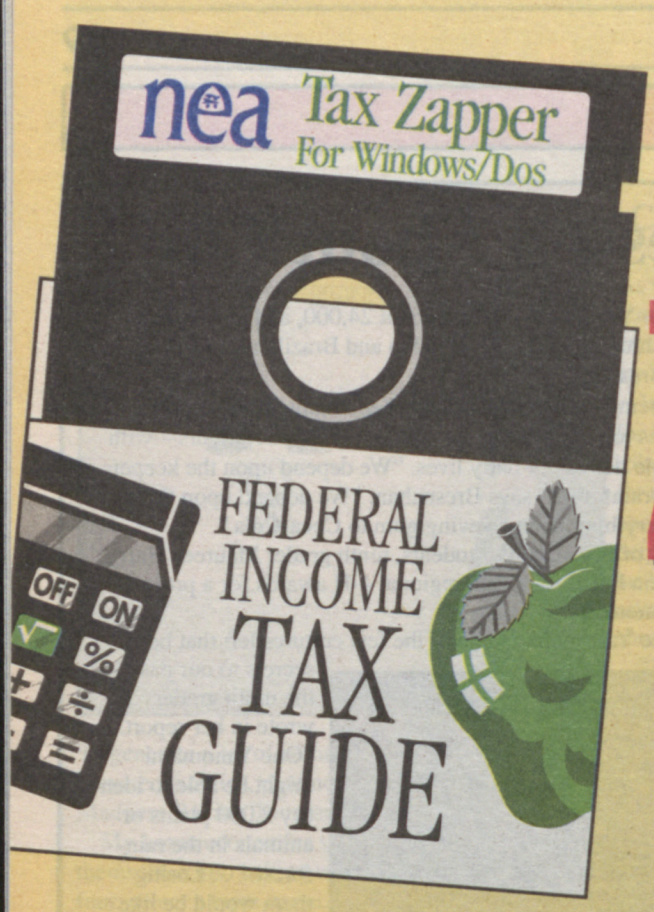
Looking ahead, the first World Congress of the Education International will convene in Harare, Zimbabwe, on July 19, 1995. During the five days of the Congress, delegates from member organizations will elect the 23-member executive board, adopt policy papers, hear reports of EI activities since January 1993, and adopt the three-year budget.

Other meetings will be convened around the Congress. The EI Women's Caucus will meet on July 18. A two-day conference on health education co-sponsored by EI and the World Health Organization (WHO) is scheduled for July 24-25.

The NEA delegation to the Congress consists of 50 official delegates and a limited number of observers.

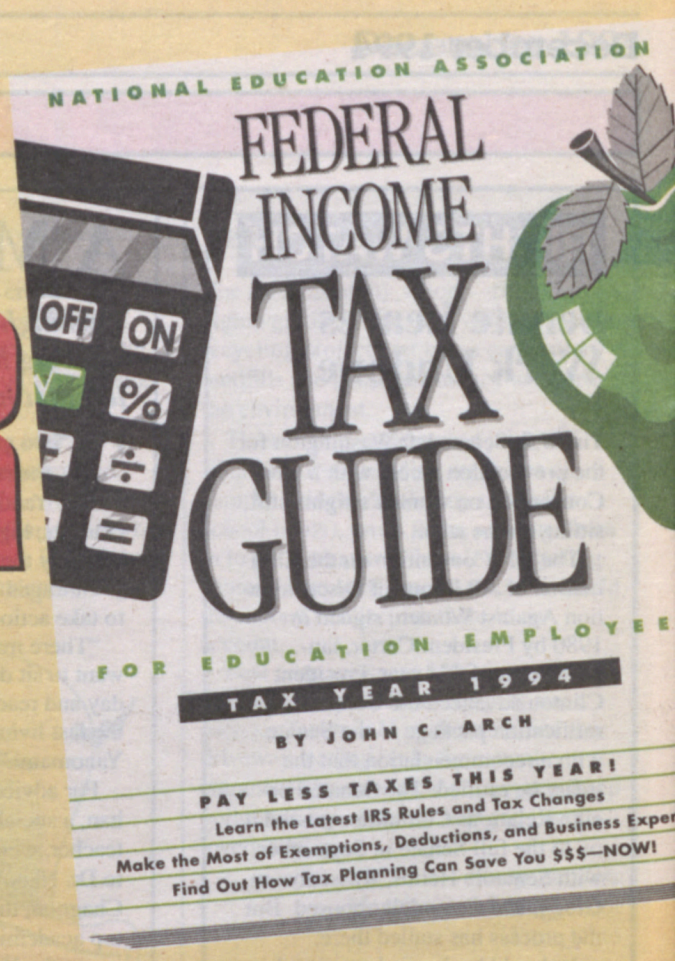
For more information about the Congress and how to join the NEA delegation, contact NEA International Relations, 1201 16th Street, N.W., Washington, DC 20036, 202/822-7488, FAX 202/822-7974.

The deadline for applications is January 31, 1995.



TAX ZAPPER

Do Your Taxes Fast!


NATIONAL EDUCATION ASSOCIATION
FEDERAL INCOME TAX GUIDE
FOR EDUCATION EMPLOYEE
TAX YEAR 1994
BY JOHN C. ARCH
PAY LESS TAXES THIS YEAR!
Learn the Latest IRS Rules and Tax Changes
Make the Most of Exemptions, Deductions, and Business Expe
Find Out How Tax Planning Can Save You $$$—NOW!
OFF ON

Have a computer? Mac? IBM-compatible? Apple II? Whatever your computer, now you can do your taxes—fast—and get NEA's Federal Income Tax Guide FREE!

1 *The NEA Tax Guide features* the latest changes to the tax laws, including changes that take effect for the first time this year.

2 *You'll also find* the latest rulings from the IRS on subjects that have special interest for people working in the schools.

3 The *NEA Tax Guide's user-friendly* format makes it easier than ever to find the information you need.

4 You won't *be perplexed about whether you're entitled to a tax break,* because the NEA Tax Guide offers lots of examples.

5 *You can* use NEA's tax preparation software for quick accurate computation and printing out all your tax forms, except the 1040.

6 You'll be confident that your forms are correct and complete. Our step-by-step instructions and easy to understand language let you concentrate on getting all the deductions you are entitled to, rather than wasting time deciphering the IRS instructions.

Order Now *Shipments begin in December*

Buy any version of our Tax Preparation Software and get the Tax Guide (an $8.95 value) FREE!

SPECIAL MONEY SAVING OFFER

Get the Set (software and book) for $19.95 ($16.95 + $3.00 shipping & handling)

QUANTITY

_____ *Apple II*—AppleWorks spreadsheet template
☐ 5.25" diskette (2229-7-00-UA)

_____ *Macintosh*—Claris Works spreadsheet template
☐ 3.5" disk (2230-0-00-UA)

_____ *Microsoft Works* spreadsheet template—DOS and Windows
☐ 3.5" disk (2234-3-00-UA) ☐ 5.25" disk (2233-5-00-UA)

_____ Tax Zapper for *Windows*
☐ 3.5" disk (2232-7-00-UA) ☐ 5.25" disk (2231-9-00-UA)

_____ Tax Zapper for *DOS*
☐ 3.5" disk (2236-X-00-UA) ☐ 5.25" disk (2235-1-00-UA)

Book only

_____ @ $11.45 ($8.95 + $2.50 shipping & handling)
(2228-9-00-UA)

NOTE: Your order must be accompanied by payment – check, money order, Visa, or Master Card. Include CA or DC sales tax if applicable.

ORDER TOLL FREE
1-800-229-4200
(Visa and Master Card orders only)

Name _____

Address _____

_____

City, State, Zip _____

Charge my: ☐ Visa ☐ Master Card

Expiration Date _____

Card Number _____

Signature _____

MAIL TO: NEA Professional Library
P.O. Box 509
West Haven, CT 06516

Clip here and mail today!

System Requirement for Tax Preparation Software

The NEA Professional Library offers two types of tax preparation software:

1. The spreadsheet templates, which we certify will work with the designated application software, require: for *Apple II*—128K RAM and AppleWorks (note: Appleworks 3.0 requires 150K RAM); for *Macintosh*—Claris Works; and for *IBM-compatibles*—Microsoft Works for DOS or Windows. (These products are trademarks of their respective owners.)
2. Tax Zapper is a stand-alone program for IBM-compatibles that requires: for the *DOS version*—DOS 5.0 or higher, 512K available RAM (hard disk recommended); for the *Windows version*—Window 3.1 or higher, 386 or higher processor, 2MB RAM required (4MB recommended), 2.5 MB hard disk space, VGA or better (mouse recommended).

FOR YOUR BENEFIT

FINANCES after the SPLIT

Certainly divorce is never easy. But, as in all other major life transitions, those who plan with a cool head come out best.

We've all heard the statistics. More than one in two marriages end in divorce. The average marriage lasts 9.1 years. One-third of today's brides and grooms have been to the altar before. And those getting married a second time have an even higher rate of marriage failure than first-timers.

Yet when divorce knocks on our door, few of us are ready. Too many people suffer for years because of bad decisions made in haste and anger. Those who make the biggest mistakes are the divorcing couples who act on instinct and emotion rather than on sound financial knowledge.

While you can never really prepare for a divorce, you can get a realistic grasp of your financial matters, get some control over your legal bills, and get started on the rest of your life.

If you think you may be facing a divorce:

➤ *Get a handle on your finances.* Planners say many couples spend thousands of dollars in attorney's fees fighting over marital assets that really don't exist.

Others waste attorney's fees because they don't understand how assets are divvied up in a divorce. For example, assets that you thought belonged solely to you—including inheritances, family property, a home, apartment, or investments—may be deemed marital property and split in half at divorce.

"When people come in for a divorce, they usually don't have a clue that their spouses can make claims on the money that they brought into the marriage if they haven't kept it separate," says Helene Brezinsky, an attorney and partner at Rosenman and Colin in New York.

Once you have a good idea of your worth, draw up a cash flow statement and balance sheet. Don't use lawyers for these basics—or for venting your feelings.

"Effective lawyers are interested in the settlement of your divorce," says New York psychiatrist Mio Fredland. "Anything else you want to tell them—what hurts, harasses, or anguishes you—is not important to their task. And it will cost you upwards of $100 an hour to vent."

➤ *Determine your financial goals.* Do you want independence? Short-term maintenance? A relocation? Thinking through your goals will help you focus on how the assets can best be split to serve both parties.

➤ *Accept a fact of life: your standard of living will take big hits over the short term.* If you don't accept that up front, it will prolong the divorce process and add to the acrimony.

"Many people assume that they'll be able to just go on doing things the way they have been, only they won't have to do them with this other person," notes Carol Caruthers, national director for personal financial planning at Price Waterhouse.

"When they start splitting assets, it's such a painful shock, and each assumes the other person is unreasonable and greedy," adds Caruthers, who teaches a course on the tax and financial planning aspects of divorce.

➤ *Understand the tax implications of the decisions you'll have to make.* Two pieces of property can have exactly the same fair market value—but very different tax liabilities.

For example, if a couple has a home with a market value of $100,000 for which they paid $50,000, it would have a cost basis of $50,000. If it were sold, taxes would be due on the $50,000 in gains.

Planners say that women, in particular, often make the mistake of becoming emotionally tied to the house— feeling the children need stability.

A few years down the road, they realize they can't afford to maintain the house. If they sell, they must pay the entire capital gains tax themselves.

For many couples, it makes more sense to sell the house together. Then each partner can roll half of the gain into a new residence and avoid taxes.

Because taxes play such a big role, make sure tax planning is done. Work through projections for the current year. The custodial parent is entitled to exemptions for the kids unless that parent signs a form giving the exemption to the other.

These exemptions might be valuable to one parent and worthless to the other, so they can be a bargaining chip. Your goal should be to parcel things out to the partner to whom they are worth the most.

➤ *Don't expect fairness from the judicial system.* "I spend considerable time persuading people to let go of the myth that somehow the court will be the accountant for all the things done in marriage, and what will come out the other end is a 'fair' settlement," says Cicily Maton, a Chicago financial planner specializing in divorce.

For example, Maton had one client who'd been very frugal and spent very little on herself while her husband built his law practice.

"She felt it only fair that she be given some credit for what she had done and that the maintenance and child support payments reflect her sacrifice," Maton says. "I explained that all she could expect for her effort was a pat on the head."

Likewise, a male client earned considerably less than his wife, chiefly because he had made a decision to stay at a job with substantial benefits while his wife job-hopped to increase her salary.

When they began the divorce process, the wife insisted that his big pension was one of the assets to be split.

"He didn't think that was fair," says Maton. "I see his point. But the court won't give him credit for being the prudent one."

Lesson learned: Understanding how courts and judges view the process can save you money and frustration.

➤ *Consider mediation.* The more you focus on how to divide assets fairly rather than how to hurt your partner, the better off you'll be. One way to do that is to agree to submit to mediation.

"I've worked on a number of divorce cases where both sides agree to a common mediator," says Dennis Never, a partner in the New York accounting firm of Goldstein, Golub, Kessler and Company.

"Usually, these are people who are very educated in terms of what their assets are. The accountant confirms what they know and advises them how to split it up to serve them best."

➤ *Get your priorities straight.* Focusing on what will hurt your partner most is self-defeating. "Winning is not necessarily the best settlement," says Maton. "Winning is getting yourself ready for the rest of your life."

—Mary Rowland

CHECKLIST

These are some of the documents that experts say you'll need when you do financial planning for divorce:

✔ Bank, brokerage, and mutual fund account statements.
✔ Two years' tax returns.
✔ Life insurance policies.
✔ Real estate agreements.
✔ Mortgage loans and other loans or notes.
✔ Retirement plans and other deferred compensation contracts.

Your NEA

Running for NEA Office

AN ACCOUNTING

Final Reports of Campaign Revenues and Expenses

NEA Today presents the following information about the campaign finances of people who ran for NEA office at the 1994 NEA Representative Assembly for Secretary-Treasurer, two three-year positions and one one-year position on the nine-member Executive Committee, and five positions representing educational support personnel on the NEA Board of Directors.

Standing Rule 10.E provides as follows: No portion of dues money collected at the local, regional, state, or national level shall be used to promote the candidacy of any individual for an NEA office.

Using forms provided by the Committee on Constitution, Bylaws, and Rules, each candidate shall file a preliminary report of campaign revenues and expenses, including projected revenues and expenses, with the committee prior to the opening of nominations at the Representative Assembly. A final report, on the forms provided by the committee, must be filed with the committee no later than thirty (30) days following certification of the elections results. The committee shall report to the Representative Assembly, prior to any nominations or elections, whether any candidate has in any manner violated the election rules and regulations. The final report of campaign revenues and expenditures shall be printed in an appropriate NEA publication for inspection by any member.

The following reports are printed pursuant to Rule 10.E.

Candidate for Secretary-Treasurer

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	3,399.07
Individuals Within the State	$500.00	Mailing	631.83
Groups Within the State	0	Other Media Materials	173.32
Groups Outside the State	0	Hospitality and Entertainment	764.14
Individuals Outside the State	4,538.00	Campaign Committee Expenses	1,906.38
Income from Raffle, Lottery, or Similar Fund-Raising Activity	14,775.30	Giveaways	3,956.34
Holdover from earlier campaign	2,161.86	Raffle, Lottery, or Similar Fund-Raising Activity	3,377.78
Donations in Kind	457.40		
TOTAL	$22,432.56	TOTAL	$14,208.86

Signed: **Marilyn Monahan**

Candidates for Executive Committee (Two Three-Year Positions)

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$4,506.96
Individuals Within the State	$3,301.12	Mailing	456.50
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	283.40
Individuals Outside the State	3,428.25	Campaign Committee Expenses	2,046.48
Income from Raffle, Lottery, or Similar Fund-Raising Activity	8,639.00	Giveaways	4,233.21
Donations in Kind	4,361.32	Raffle, Lottery, or Similar Fund-Raising Activity	3,281.12
TOTAL	$19,729.69	TOTAL	$14,807.67

Signed: **Wayne R. Bauman**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$19,800.00
Individuals Within the State	$8,500.00	Mailing	350.00
Groups Within the State	20,900.00	Other Media Materials	4,105.00
Groups Outside the State	0	Hospitality and Entertainment	3,545.00
Individuals Outside the State	1,200.00	Campaign Committee Expenses	12,930.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	25,250.00	Giveaways	2,480.00
Donations in Kind	220.00	Raffle, Lottery, or Similar Fund-Raising Activity	$12,740.00
TOTAL	$56,070.00	TOTAL	$55,950.00

Signed: **Marilyn Cross**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$6,990.00
Individuals Within the State	$1,320.00	Mailing	480.00
Groups Within the State	0	Other Media Materials	1,042.00
Groups Outside the State	0	Hospitality and Entertainment	1,381.00
Individuals Outside the State	1,280.00	Campaign Committee Expenses	2,101.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	12,715.00	Giveaways	1,600.00
Donations in Kind	5,214.00	Raffle, Lottery, or Similar Fund-Raising Activity	920.00
TOTAL	$20,529.00	Travel, Other	6,218.00
		TOTAL	$20,732.00

Signed: **Sid Johnson**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$3,684.00
Individuals Within the State	$7,203.00	Mailing	1,304.00
Groups Within the State	0	Other Media Materials	10,139.00
Groups Outside the State	0	Hospitality and Entertainment	1,366.00
Individuals Outside the State	6,028.00	Campaign Committee Expenses	6,086.00*
Income from Raffle, Lottery, or Similar Fund-Raising Activity	7,909.00	Giveaways	0
Donations in Kind	1,921.00	Raffle, Lottery, or Similar Fund-Raising Activity	2,823.00
TOTAL	$23,061.00	*Includes $5,752 for Candidate Travel Expenses	
		TOTAL	$25,402.00

Signed: **Dennis Van Roekel**

Candidates for Executive Committee (One One-Year Position)

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$1,404.76
Individuals Within the State	$2,041.00	Mailing	0
Groups Within the State	1,000.00	Other Media Materials	700.00
Groups Outside the State	1,200.00	Hospitality and Entertainment	0
Individuals Outside the State	100.00	Campaign Committee Expenses	200.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	0
Donations in Kind	400.00	Raffle, Lottery, or Similar Fund-Raising Activity	900.00
TOTAL	$4,741.00	TOTAL	$3,204.76

Signed: **Sara D. Flores**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$3,659.18
Individuals Within the State	$4,197.00	Mailing	0
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	338.00	Campaign Committee Expenses	300.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	100.00
Donations in Kind	18.75	Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	4,553.75	TOTAL	$4,059.18

Signed: **Denise Rockwell (Woods)**

Candidates for At-Large Representative of Active Members Employed in Educational Support Positions

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$439.02
Individuals Within the State	$355.00	Mailing	36.80
Groups Within the State	287.58	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	9.85
Individuals Outside the State	0	Campaign Committee Expenses	276.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	387.18	Giveaways	5.43
Donations in Kind	0	Raffle, Lottery, or Similar Fund-Raising Activity	191.70
TOTAL	$1,029.76	TOTAL	$958.80

Signed: **Faye L. Daniels**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$128.94
Individuals Within the State	$200.00	Mailing	0
Groups Within the State	231.00	Other Media Materials	5.00
Groups Outside the State	0	Hospitality and Entertainment	180.00
Individuals Outside the State	0	Campaign Committee Expenses	15.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways—Donation of $131.00 (Remaining Funds Following Election)	
Donations in Kind	0	to Second Harvesters Food Bank	131.00
		Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	$431.00	TOTAL	$459.94

Signed: **Judy Dods**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$519.80
Individuals Within the State	$385.00	Mailing	0
Groups Within the State	416.00	Other Media Materials	391.90
Groups Outside the State	0	Hospitality and Entertainment	165.00
Individuals Outside the State	0	Campaign Committee Expenses	326.87
Income from Raffle, Lottery, or Similar Fund-Raising Activity	608.00	Giveaways	48.00
Donations in Kind	0	Raffle, Lottery, or Similar Fund-Raising Activity	210.00
TOTAL	$1,409.00	TOTAL	$1,661.57

Signed: **Pat Gille**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$495.00
Individuals Within the State	$25.00	Mailing	0
Groups Within the State	0	Other Media Materials	120.00
Groups Outside the State	0	Hospitality and Entertainment	250.00
Individuals Outside the State	0	Campaign Committee Expenses	95.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	0
Donations in Kind	50.00	Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	$75.00	TOTAL	$960.00

Signed: **Billy R. Jenkins**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$10.00
Individuals Within the State	$0	Mailing	0
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	0
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	0
Donations in Kind	0	Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	$0	TOTAL	$10.00

Signed: **Eugenia Kovacs**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$82.00
Individuals Within the State	$0	Mailing	0
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	10.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	65.00
Donations in Kind	0	Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	$ 0	TOTAL	$157.00

Signed: **Eddie Middleton**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$41.00
Individuals Within the State	$1,029.74	Mailing	10.24
Groups Within the State	0	Other Media Materials	666.28
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	417.27
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	0
Donations in Kind	0	Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	$1,029.74	TOTAL	$1,074.79

Signed: **Jeanette J. Marquard**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$105.00
Individuals Within the State	$160.00	Mailing	0
Groups Within the State	0	Other Media Materials	20.00
Groups Outside the State	0	Hospitality and Entertainment	35.00
Individuals Outside the State	0	Campaign Committee Expenses	25.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	0
Donations in Kind	25.00	Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	$185.00	TOTAL	$185.00

Signed: **Gail M. Rasmussen**

SOURCES OF REVENUE		EXPENSES	
Cash		Printing	$180.37
Individuals Within the State	$210.37	Mailing	0
Groups Within the State	0	Other Media Materials	0
Groups Outside the State	0	Hospitality and Entertainment	0
Individuals Outside the State	0	Campaign Committee Expenses	30.00
Income from Raffle, Lottery, or Similar Fund-Raising Activity	0	Giveaways	0
Donations in Kind	0	Raffle, Lottery, or Similar Fund-Raising Activity	0
TOTAL	$210.37	TOTAL	$210.37

Signed: **Tim Smith**

Q&A

Foundation Facts

What is the National Foundation for the Improvement of Education?
NFIE was created by NEA in 1969 to identify ways of improving education. It began giving grants to educators in 1983. Central to its mission: giving education employees the support and resources they need to pursue excellence in teaching and learning.

With support from the NEA, as well as corporations, private foundations, and individuals, NFIE offers education employees resources for professional development and opportunities for educational leadership.

What are some of NFIE's programs for 1995?
The Road Ahead Program helps students attain academic and social success by supporting efforts to link in-school and out-of-school activities with new technologies.

The Learning Tomorrow Program supports team efforts to help students at risk of failure through innovative uses of technology. And the Student Success Program assists with professional development work that's designed to help students who are underrepresented in particular curriculum areas.

The application deadline for these programs is March 1, 1995.

What is NEA's investment in NFIE?
In 1987, delegates to NEA's Representative Assembly voted to give $1 of each member's dues each year for five years to build NFIE's endowment. At the 1993 RA, delegates reaffirmed their support for another 10 years. At present, NEA contributions have boosted the endowment to more than $11 million. NFIE's Board has determined that 5 percent of the endowment may be spent each year.

What's NFIE accomplished?
Fully 80 percent of the NFIE-supported programs continue after the money from NFIE ends. Two-thirds expand beyond the original site. Most of all, NFIE's efforts have enabled classroom teachers to be recognized for their expertise.

SPEAKING OUT ON THE ISSUES

NEA Backs Initiatives To Fight Violence

NEA continues to fight violence in children's lives through efforts in Congress, in classrooms, and in the media.

On the legislative front, NEA successfully lobbied for the Clinton Administration's crime bill—which deals in part with violence in children's lives.

In addition to a ban on assault weapons, the bill provides hundreds of millions of dollars to help schools prevent violence. Districts may apply for grants to sponsor after-school activities and mediation programs.

Another NEA-supported effort, the television drama "Kids Killing Kids," won an Emmy this year. The hour-long television special, now available at most video stores, dramatizes the tragic consequences of violence and provides positive alternatives to resolving conflicts.

In conjunction with the Sony Corporation, NEA has also helped fund a companion study guide, which can be ordered free, while supplies last, from KIDSNET, 6856 Eastern Ave. N.W., Suite 208, Washington, DC 20012.

NEA is also supporting a new anti-violence campaign run by the American Academy of Pediatrics. Called "Silence the Violence," AAP's national effort will provide health professionals with information to educate audiences about the impact of violence on young children.

WORKING FOR YOU

NFIE: More than Money

Yes, the National Foundation for the Improvement of Education (NFIE) provides grants to NEA members, but that's just one of its roles, says Judith Rényi, NFIE's new executive director.

"The NFIE must do more than reward a few teachers each year," notes Rényi. "I would like for NFIE to have an impact on significant numbers of educators by helping to create rewarding professional development programs in *all* schools."

How to make that vision a reality? Just a few months into the job, Rényi's high-energy wheels are already turning.

In fact, her experience in grants management for the Rockefeller Foundation, her work as a college professor and arts and science dean, and her publishing credits in the fields of philanthropy, multicultural issues, and arts education have well prepared her to take the helm at NFIE.

Carolyn Salisbury

"We need to think about ways that NEA's state affiliates and UniServ staff can help school employees become leaders in professional development," says Rényi. "Just as the Association helps members in the area of compensation, so should it assist them in devising the best possible professional development opportunities."

Rényi envisions professional development as a process quite different from one in which district administrators impose their view of what school employees should be learning. She thinks that school employees should determine as a group what they need to know.

"At NFIE, we'll be funding projects in which school employees work in teams to take advantage of outside resources that make their professional development experiences as rewarding as possible," Rényi notes.

Making renewal a key part of NEA members' lives, will be carried out through grants to educators supported both by NEA and outside resources.

NEA ELECTIONS

Delegates to the 1995 NEA Representative Assembly, to be held July 3-6 in Minneapolis, will elect two Executive Committee members to serve three-year terms beginning September 1, 1995.

Nominations for the two positions must be mailed to the NEA Executive Office or filed in person on or before April 15, 1995. If mailed, the nominations must be postmarked no later than April 15.

Candidates for the Executive Committee positions must have been NEA Active members for two years immediately preceding the election. Filing forms and election information, including the *Campaign Regulations for Candidates for NEA Office*, are available from the NEA Executive Office, 1201 16th St., N.W., Washington DC 20036. The *Campaign Regulations* booklet describes a number of services that NEA provides for candidates who have filed for office.

The Representative Assembly may also need to elect at-large NEA directors representing ethnic minorities, administrators, classroom teachers in higher education, and Active members employed in educational support positions pursuant to Article V, Section 1(c), (d), (e), and (f) of the Constitution. If such elections are necessary, the presidents and executive directors of state affiliates, the Board of Directors and Executive Committee, and the NEA Committee on Minority Affairs will be notified in June 1995. The April 15 deadline for nominations does not apply to candidates for at-large positions.

Letters

Snickers Barred

Most of the articles in *NEA Today* are informative and fairly objective. The article "Books, Ghosts, 'n Goblins" (Legal Times, November) was neither. It was written in a smug, subjective, condescending, immature, opinionated, one-sided, I'm-sticking-my-tongue-out-at-everyone-else-because-I'm-the-only-one-who-has-a-brain tone!

It also made a misinformed assumption that only a very small percentage of your membership is part of the "religious right."

Finally, regardless of how you define "religious right" and how many members fit the description, don't assume that only persons who fit in that category have concerns that you snickered at.

L. Joan Staehle
Temple Terrace, Florida

Burned In Buffalo

How dare you proclaim that Buffalo teachers are receiving "big gains" with a 26 percent raise (Grassroots, November)! You mislead readers to believe that we will receive 26 percent for the next two years—but the money is for the past FOUR empty years when we got nothing! Four years when we saw our neighboring districts live comfortably while we struggled to meet 1990s bills on 1988 contract salaries.

We will never be able to make up for four years of no raises and then a paper raise. We are still $10,000 behind our suburban counterparts, yet no bill collector says, "That's OK, you work in the city."

Shame on you, NEA, for telling your readers the teachers won. Will you be honest and print my view of the "big gain"? HA!

Diane Perry
Lancaster, New York

Taking The First

October's issue correctly praises Maggi Hall's courageous exercise of her rights under the First Amendment (Legal Times). But the same issue awards Charlton Heston a "zero" for doing exactly the same thing (Heroes and Zeroes).

Heston's use of the First Amendment to defend the Second is only objectionable because NEA doesn't agree with his opinion on the topic.

I know, of course, that my Association has consistently pursued a course of embracing issues far beyond the bounds of wages, hours, and working conditions. And I don't doubt the sincerity of the individuals who have persuaded delegates to the Representative Assembly to support or oppose certain issues. I don't even question building the bridges of logic that can tie almost any issue to education.

What I do question is the wisdom of diluting our focus. The NRA has achieved its successes by concentrating on a single issue, not by building a series of coalition connections to other groups.

How much stronger our resolve—and successful our political efforts—would be if our membership could support our organization without the strain of divisive issues.

We are the National Education Association. Let us narrow our priorities to reflect our name.

David Folan
Johnstown, Pennsylvania

Still My Hero

Paul Beckwith's letter derides NEA's recognition of Jackson Browne for his positive contribution to our youth (Letter, November). I applaud *NEA Today's* selection of Browne and believe that he could also be cited for the many courageous stands he has taken.

Obviously, Beckwith is an avid reader of the *National Enquirer,* which did the majority of "reporting" on an incident that allegedly occurred between Browne and Daryl Hannah. But the facts show that Browne was never charged, much less convicted, of assaulting Hannah. And Hannah herself has never claimed that he has. What ever happened to innocent until proven guilty?

Beckwith also referred to Browne's "tribute" to cocaine. The song in question—certainly no tribute—was not written by Browne but was included on an album that he released nearly 20 years ago.

There's no doubt that Browne once used cocaine, but does that mean that now, when he does a commendable deed, we should withhold our recognition? If we held all people to that kind of scrutiny, we would be hard pressed to find anyone deserving of any honor.

Larry Goldsholl
Budd Lake, New Jersey

Sound The Alarm

Wake up. It's six years until the 21st century. Why isn't the NEA working to make some lasting impact on the future of all children instead of trying to appear so politically correct?

Why do you run articles that espouse how good public education is (National News, September) and then run an article that shows American kids spending only 41 percent of their time pursuing academics (Trends, September)?

Why is it that America continues to allow its children to stop going to school for three months in a row and then wonders why Johnny can't read? Why hasn't the NEA done anything about this? Why are you in favor of an educational system that remains light-years behind where we could be?

If, and I say IF, public education is so good and we are so good at it, then why is the NEA so afraid that the institution of public education will crumble if all parents are allowed a choice as to where their children are educated and how their tax dollars are spent on that education. Getting a little paranoid?

Why should I come to expect anything from an organization that's afraid of a little competition and a little prayer. Wake up NEA, wake up.

Andrew David Chiappinelli
Swiftwater, Pennsylvania

Nursing Wounds

I have been a nurse for 20 years and a nurse at the middle school level for the past seven years. As we have all observed, inclusion means there are children in our schools with complex medical problems that require specialized care and treatment ("What If You Make a Mistake?" October). This type of care should be administered by a nurse and only a nurse.

Retiring teachers aren't replaced by teacher aides; retiring nurses shouldn't be replaced by health aides. To the districts that are concerned about a nurse's salary, I say: What's a child's life worth?

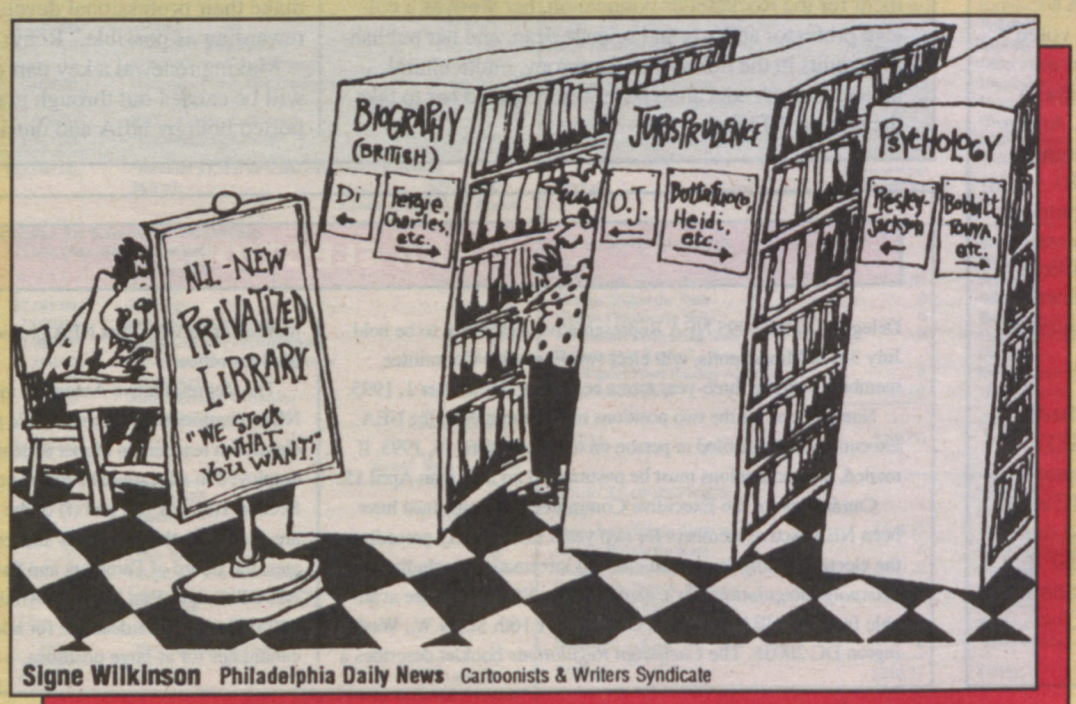
Kathy Blanchette
Derry, New Hampshire

Any procedure that requires independent, specialized nursing knowledge, skill, or judgment can't be delegated to unlicensed personnel no matter what title you give them.

The school nurse must determine which procedures can be delegated. Even after training an unlicensed person to perform the procedure, the school nurse remains accountable for each child's safety.

Bottom line: There are no cheap alternatives when it comes to the safety of our students.

Brenda Isaac, R.N.
Charleston, West Virginia



Signe Wilkinson Philadelphia Daily News Cartoonists & Writers Syndicate

On Standards

Your recent article by Adele Jones, "'F' is For Fired" (Sounding Board, September), was the best piece I've ever seen in your paper. At last, a story about conservative values, and this time you and I are on the same side of the issue!

The cold water that Mark Smith and Ed Bice (Letters, October) try to throw on this story hasn't dimmed my renewed pride in belonging to our organization. Their letters of protest miss the point.

Adele Jones is not obligated to pass anyone in her class. She has to provide a fair opportunity for everyone to be successful, but that's where it should end.

Having good, fair, and high standards is not an act of aggression, and certainly not grounds for termination. Bravo Adele Jones! And bravo NEA!

John Davis
Salem, New Jersey

When one sees where being nice has gotten us, it's obviously time to stop being nice.

The philosophy underlying letters such as those from Mark Smith, Ed Bice, and Theodore Dent (Letters, October) makes me want to vomit.

Advocates of such views have been like termites eating the heart out of our educational system, and they have been major contributors to the social chaos we're experiencing.

The abrogation of parental responsibility to control children and the condemnation of those teachers who refuse to inflate grades for student performance have given us substandard schools and kids who kill kids. Too many people are impressed by slickly presented ideas that adult authority is somehow bad for children.

Students who continually refuse to work up to their ability level should not be excused from learning, nor should their lack of effort always be attributed to teacher incompetence.

Fred Gibson
Thermal, California

Call, Write, or...

Share your ideas, comments, and opinions with *NEA Today* in one of four ways:

➤ By mail: Write to Letters, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

➤ By FAX: 202/822-7206.

➤ By phone: 202/822-7201.

➤ By NEA Online: Keyword *NEA Today*. For information about subscribing to NEA Online, see page 17.

➤ By e-mail. Write to *NEA Today*@aol.com.

Debate

Should Communities Set Teen Curfews?

Tom Burton

YES

Barbara Bey teaches American history at Robert E. Lee Middle School in Orlando, Florida and is a member of the Orange County Classroom Teachers Association. Bey's a 20-year teaching veteran and addictions professional who works on drug and alcohol prevention programs.

Once upon a time, parents weren't afraid to set guidelines or impose restrictions on their children's behavior. They understood that loving their children required setting limits and saying no.

That time is gone. Too many of today's parents just don't want to be responsible for their children.

A case in point: A parent dropped a 12-year-old child off in downtown Orlando at 8 o'clock one recent morning. At 2 o'clock the following morning, the child was still downtown. That's neglect, plain and simple.

Since parents won't parent their children, someone or some entity must try to save the youngsters from themselves—and others. If that means imposing a curfew, I say so be it.

Since June 1, Orlando has banned anyone 17 and younger from a 12-block downtown area from midnight until 6 a.m., every night of the week.

First-time violators are asked to leave the downtown area. Repeat offenders are cited for trespassing or held in the auditorium of police headquarters until their parents or guardians pick them up.

There are, of course, exceptions to the rules. If kids are with their parents, traveling on Interstate 4 through the downtown area, working, or responding to an emergency, they're within the law.

Kids who are going to or from an event sponsored by a civic, school, or religious organization are also exempted from the rules.

So far, I think the curfew is working. The downtown area is safer for kids. Kids aren't being harassed. In fact, the curfew hasn't caused much trouble at all.

The police are doing a very good job. They've been taught how to deal with situations and problems without becoming confrontational. They issue warnings and give kids a certain amount of time to leave. If they won't go, police officers pick them up and call their parents.

Some of these parents are being charged with neglect. Others are encouraged to take parenting classes to learn how to set limits. Whatever happens, parents of kids who are picked up are being forced to be accountable.

The ACLU says any curfew "puts young people under house arrest." But we all have restrictions on us. We can't trespass. We can't loiter in certain places. If we do, we're subject to arrest. These laws are already on the books.

Sure, I wish we didn't have to impose curfews. It's certainly a sad state of affairs. It would be a better solution by far if parents asserted control of their children.

But today's parents don't seem to understand the difference between a parent and a buddy. Too many parents want their children to like them.

Used to be, parents could say no and, if their children didn't happen to like them at that moment or that week, the parents held their ground. They survived.

Used to be, when young people were out of the house at 2 o'clock in the morning, they were with their parents or another responsible adult. Once upon a time, chaperoned group activities ended at 11 p.m. and those out on dates had to be home by midnight.

Did my children have a parent-imposed curfew? Of course. Did they like being told no? Of course not. Are we friends now? You bet we are. Now that they've become the dreaded parents, they see things more clearly.

Today, there are too many parents who are immature either chronologically or emotionally, too many who are simply not equipped to be parents.

It's sad but true that their offspring are getting into lots of trouble or "parenting" themselves to death. They have no one to give them moral direction. They are prey to the deviants out on the streets who give them drugs and alcohol, even force them into prostitution.

If a legally imposed curfew can save these kids from that kind of fate, I welcome it.

Used to be we didn't have to worry so much about our kids. Used to be, but not anymore.

NO

Margot Smullyan-Capra is a high school English teacher and active member of the Seattle Education Association. This year, she's using her 31 years of classroom experience to counsel and become mentor to beginning teachers and veterans who need assistance.

While it may be tempting to lock our adolescents behind the doors of a curfew, throw away the key, and tell our police officers to keep order, it won't work. Worse, it won't even create the safety we all crave.

The idea of a curfew is usually raised as a reactionary outcry when violence is on the increase. That's been the case here in Seattle, where people have flirted with the idea. So far, thank goodness, wiser heads have prevailed.

Needless to say, the availability of guns and ammunition signals madness to anyone who stops to pay attention. Like everyone else, I'm afraid of weapons in the hands of young people.

I'm afraid of the consequences of brutality and the urban metaphor of a gun on every corner. And I understand the feelings of community residents who say that a curfew is one tool in the arsenal of defense against unknown assailants and strangers.

But, for a number of reasons, I don't believe the solution lies in trying to legislate behaviors.

For one thing, curfews aren't enforceable. We simply can't afford the staggering number of police officers it would take to do the job.

Without appropriate enforcement, teens will ignore the curfew. To have laws on the books that are ignored affects the credibility—even trivializes—important laws. What kind of lesson is that for our young people?

Second, curfews deny an understanding of the evolution of our world. Whether we like it or not, in today's world kids and parents work at night.

Families don't fit into the box of the 1950s when everybody was at home watching Ed Sullivan at 8 o'clock. It strikes me as naive to even talk about that kind of society.

Third, curfews interfere with the democratic right of an individual to function in a free society. I don't like the idea of police officers approaching anyone who appears to be disobeying a curfew. And I'm concerned that curfews set up another reason for people of color to be harassed.

Let's be honest. Exactly who are we trying to control here anyway? And which kids will suffer most?

Is it out of frustration at our inability to systematize morality, civility, and justice that we blame the victims?

Fourth and most important, by legislating laws out of fear, we end up batting our collective heads against a very strong and normal force—the aging process. As teens grow up, they need to separate from their parents, assert their independence, and accept responsibility for their actions.

When young people separate from the important adults in their lives, they move away and place themselves in danger. Through the risks they take, they develop survival skills, they learn to behave. That's how it's always been and always will be.

If we settle for the addition of law to help us parent, then we lose out on a rare opportunity to teach real skills to these kids. We need to teach them how to make intelligent choices on their own.

If teenagers can come to the realization that the world of the streets is dangerous and can decide to behave conservatively—out of respect for the very real dangers out there—the behavior will become part of the fabric of their lives. More important, they'll share that lesson with their peers.

If a curfew isn't the answer, what is? To educators, I say let's put some energy into curriculums that emphasize decision making, show kids how to have sober fun, and teach them responsibility.

To citizens and politicians, I say let's make a serious, systematic effort to treat drug and alcohol abuse and rehabilitate those who've been jailed.

To all, I say we must work to support, even reinvent, the family—the glue that historically has held our society together.

The curfew is a concept born of desperation. Some say it's a necessary evil. I say it's a dangerous precedent that isn't good for us or our children.

Improving your quality of life, saving you money…

NEA Member Benefits *responds to your needs*

Valuable group programs for members. With a wide range of exclusive programs, from affordable insurance and secure investments to convenient low-cost credit, NEA Member Benefits can help you get significantly more out of life and your hard-earned dollars.

The NEA Member Benefits logo is your guarantee. To be sure that you're getting the exceptional combination of *quality, value* and *service* found only in NEA-endorsed programs, always look for the NEA Member Benefits logo.

Start Saving Today. Enhance your financial security and save on everyday expenses by taking advantage of the valuable programs listed below. Send in the coupon or call today for more information: **1-800-637-4636** (Monday-Friday 8 a.m. to 8 p.m.; Saturday 9 a.m. to 1 p.m. ET).

nea Member Benefits

PLEASE SEND ME INFORMATION ON THESE MEMBER BENEFITS PROGRAMS:

INSURANCE PROGRAMS

010 ☐ **NEA Term Life Insurance Plan**—Up to $300,000 of decreasing term life at affordable group rates.

012 ☐ **NEA AD&D Insurance Plan**—$19 a year covers the entire family.

* ☐ **NEA Income Protection Plan**—Provides income when you are unable to work due to illness or injury.
**SS: 018 and 025 or NSS: 118 and 125*

016 ☐ **NEA MemberCare® Supplemental Health Plans**—Supplements health insurance offered through work or Medicare.

040 ☐ **NEA DUES-TAB™ Insurance**—Receive up to $50,000 for accidental death and dismemberment while actively engaged in your occupation.

050 ☐ **NEA Guaranteed Issue Life Plan**—Coverage guaranteed for NEA-R members 55 or older.

917 ☐ **NEA Three-Way Home Protection™ Plan**—Involuntary unemployment, total disability and life insurance benefits.

925 or 945 ☐ **NEA Homeowners Insurance**—Inflation-proof protection for your valuables—at school or at home.

935 ☐ **NEA Level Premium Term Life Insurance Plan**—Get up to $25,000 of term life insurance protection free to you for 6 months.

FINANCIAL SERVICES PROGRAMS

NEW 330 ☐ **NEA Home Financing Program℠**—Includes new mortgages, refinances, and home equity loans. Features free mortgage counseling service through a toll-free telephone number.

015 ☐ **NEA Credit Plan®** —A low cost, no collateral loan which can lower your monthly bills.

051 ☐ **NEA Line of Credit®** —Up to $25,000 when you need it—costs nothing until you use it.

120 or 121 ☐ **NEA Credit Card Program®** —No annual fee with a School Days® MasterCard® Card or Premier Gold MasterCard® Card.

INVESTMENT PROGRAMS

233 ☐ **NEA-Sponsored FDIC-Insured Money Market Account**—Receive higher-than-average returns and an introductory bonus rate.

751 ☐ **NEA-Sponsored GoldCertificate® CD**—Offers higher interest, guaranteed returns and FDIC security.

886 ☐ **NEA Valuebuilder® Annuity**—Build your retirement nest egg with the only annuity program sponsored by the NEA.

SPECIAL DISCOUNT PROGRAMS

006 ☐ **NEA Car Rental Program**—Competitive discounts on Hertz rental cars.

036 ☐ **NEA Magazine Service**—Over 350 titles at up to 80% off regular prices.

NEA PROGRAM

818 ☐ **NEA Online™**—Use your computer to communicate easily with your colleagues, your Association, your profession, and your world. Then enjoy all the many exciting features of America Online®.

CONSUMER EDUCATION GUIDES

035 ☐ **Understanding Credit** 101 ☐ **Homeowners Insurance** 133 ☐ **Tax-deferred Annuities** 331 ☐ **A Complete Guide to Mortgages**

611 ☐ **How Much Income Protection Do You Need?** 743 ☐ **Buying a Personal Computer**

NAME _____

ADDRESS _____ APT. NO. _____

CITY _____

STATE _____ ZIP _____

SOCIAL SECURITY NO. (for membership identification only) _____

Is this a new address? Yes ☐ No ☐

For more information, call

1-800-637-4636

(Monday-Friday 8 a.m. to 8 p.m.; Saturday 9 a.m. to 1 p.m. ET).

Please mail completed form to:

NEA Member Benefits
P.O. Box 576
Oakland, MD 21550-9972

Note: Some of these programs are not available in all states.

TFA124